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ABSTRACT

This second volume of a report on Comprehensive Employment and Training Act (CETA)-education collaboration focuses on educational governance and employment issues. Part I outlines the education governance structure as it exists at state and local levels. Since the primary focus is on public education at the elementary and secondary school levels, the governance of higher education (the vocational education system and community college) is described, but in less detail. The four most common forms of state governance structure are identified as well as some less common forms. It is concluded that these "models" reflect variations in answers to the questions of how the Chief State School Officer (CSSO) and the State Board of Education (SBE) members are selected and what the structural relationships between the governor, SBE, and the CSSO are. Part II gives detailed information on the role of the different levels (state and local boards) in setting the standards in specific issue areas and providing the framework for them to be carried out. Using extensive charts recently published (1978) by the National Institute of Education, a state-by-state analysis is given of four issues: curriculum, guidance and counseling, secondary school graduation requirements, and educational personnel certification standards. (YLB)

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EDUCATIONAL GOVERNANCE
AND
YOUTH EMPLOYMENT ISSUES

624-5845

by

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Wesley Apker

and

Anne Radford Court

Volume II

National Association of State Boards of Education
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U.S. DEPARTMENT OF HEALTH,
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PREFACE

The recently passed Comprehensive Employment and Training Act (CETA) Amendments of 1978 emphasize communication between the employment and training community and the education community through the one percent CETA-education linkage requirements, the CETA-local education agency (LEA) agreement requirement and other provisions. The legislation recognizes a great need for the two groups to work toward joint planning and implementation of policies and programs, to avoid redundancies or gaps in the CETA-education cosponsored programs and to improve the scope and quality of these programs.

Achieving these goals will require a concerted efforts on the part of policy makers as well as program implementors who represent a variety of interest groups. The process of cooperation and change can be lengthy and complex, but can also create dramatic improvements in the preparation of youth and adults for the world of work.

The National Association of State Boards of Education prepared two reports on CETA-education collaboration. Volume I, CETA- Education Collaboration Issues in Three States and Volume II, Educational Governance and Employment Issues.

This report, Volume II, outlines the education governance structure as it exists at state and local levels. The four most common forms of state governance structure are identified, as well as some less common forms. In addition, a state-by-state analysis is given of four specific issues: curriculum, guidance and counseling, secondary school graduation requirements and educational personnel certification standards. These issues have arisen as CETA prime sponsors and local education agencies work toward developing policies and programs for CETA eligible youth and adults.

The other report, Volume I, focuses on three specific issue areas in three states:

1. Louisiana - educational components of CETA

2. Maryland - academic credit for work experience

3. Minnesota - administrative issues of CETA - education cooperation

A task force in each of the states used a collaborative process to identify problem areas and to develop strategies for responding to those problems. In addition, an overview of educational governance and specific youth employment issues in the three states is presented, as well as organization charts and directories of key contacts in the education and employment and training communities in the three states.

The project's advisory committee was instrumental in clarifying issues and providing guidance on the documents prepared for the education, and employment and training communities. NASBE is appreciative to the members for their efforts and time they gave to the project. They are Edwin Cain, then representing the Council of Chief

State School Officers; Susan Erkel, National Governors' Association; Richard Graham, Youthwork; Kitty Higgins, Domestic Policy Council; Robert Ivry, Youth Programs, City of Baltimore; Ed Keller, National Association of Elementary School Principals; Richard Kruse, National Association of Secondary School Principals; Michael Resnick, National School Boards Association; Joseph Scherer, U. S. Office of Education; and Donald Tharpe, American Vocational Association.

The National Association of State Boards of Education is indebted to Dr. Russell Meyers, Associate Professor of Educational Administration at the University of Colorado, for writing major sections of the report on educational governance.

Several of NASBE's staff contributed to these reports which have been developed as part of NASBE's contract with the U. S. Department of Labor. Anne Radford Court had the major responsibility for planning and developing of activities such as: the membership of state task forces, identification of state problem areas and formation of relevant strategies, coordination of states' products and outline of educational governance mapping. Cathlene D. Williams was instrumental in compiling data on state governance structures in the education and employment training systems, identifying resource material on specific governance issues and assisting in site visits to project states. Robert A. Berlam was the overall supervisor of the project.

We are appreciative of the editorial assistance provided by Dinah Prentice and clerical assistance provided by Debrah J. Daniel, Loretta E. Lamb, Karen J. Russell and Audrey M. Ray.

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Executive Director
National Association of State Boards
of Education

INTRODUCTION

Education is one obvious and pervasive function of government. However, the provisions under which education is governed are less obvious. A broad, general mapping of the structure of educational governance is offered with the hope that it may be particularly useful to those who need or want to interact with educators or education. The specific governance structures described include various state and local governing bodies, for example: the State Board of Education, the Chief State School Officer, the local school district Board of Education and the Commission on Higher Education.

As a preliminary to a description of the different governance structures, we will outline the types of educational decisions that are made by the different levels in these structures. This will be followed up through an example showing the process of policy formation at the state level which leads to implementation at the local level. It is hoped that in this way we will assist people in understanding the decision-making process and access points in the education structure.

Section I of this report, the mapping of educational governance structures, focuses primarily on state and local levels and on public education at the elementary and secondary school levels. The federal role is not and cannot be ignored; in the mapping it is accepted as a powerful and legitimate influence on educational decision-making at both state and local levels. The governance of higher education is also described, but in less detail than for the elementary-secondary level.

The principal levels of educational decision-making in a state are:

- State Board of Education
- Chief State School Officer, and
- Local School Board

Their broad areas of responsibility are the following:

- State Boards of Education are the policymaking and planning oversight bodies for the state school program. They have broad policy formulation authority, can determine administrative level policies and adopt such rules and regulations as are necessary to carry out the responsibilities assigned to them by the constitution and statutes of the state. They exercise general supervision over the schools and are commonly required to recommend the governor and legislature the financial needs of the public schools and the state education agency. The areas in which they have responsibility in the schools include:

    1. foundation aid programs,
    2. certification of professional personnel,

11

3. school standards and curriculm, including minimum competency and graduation standards,
4. district organization and reorganization,
5. building and sites,
6. federal assistance programs,
7. transportation of pupils,
8. vocational education, and
9. vocational rehabilititation.

State board members are either elected or appointed by the governor to their position. They are lay persons who serve on the Board on a voluntary basis. In 41 states the State Board of Education functions as the State Board of Vocational Education.

- Chief State School Officers are the chief administrative officers of the public education system of the states. In 18 states they are elected constitutional officers of the state, in 27 states they are appointed by the State Board of Education and in 5 states they are appointed by the Governor. Where he/she is elected, they serve as the chief executive officer of the Board. The chief state school officer is responsible for carrying out the policies of the Board or seeing that they are executed by division heads of the State Department of Education. They have general supervision over and management of all public school funds provided by state and federal governments. They organize staff and administer a State Department of Education with the divisions and departments that are necessary to render the maximum service to public education in the state. The title of this position may be one of the following: Chief State School Officer, State Superintendent of Education, or Commissioner of Education.

- Local School Boards are the governing body of a school district. They operate within the legal framework of the State constitution, and statutes, and state board and state department of education policies and rules and regulations. They operate and control the local school district within those restrictions. In carrying out their responsibilities they may: 1) employ a superintendent of schools who executes and administers board policies; 2) prescribe standards of conduct and scholastic achievement; 3) employ teachers; 4) establish school tax levies where authorized by law; and 5) adopt policies for the overall efficient operation of the school district. Local board members, like state board members, are lay persons. At the local level, however, they are always elected to their positions.

In addition to questions regarding the responsibilities of state boards of education, a question is sometimes raised as to whether the different governance structures impact the policy influence of a state board. This is of particular interest in the two cases: (i) where the state board of education and the chief state school officer are both elected; and (ii) where the state board of education is appointed by the governor and in turn appoints the chief state school officer.

Only two studies have attempted to examine this area, Sroufe in his 1967 study titled, "State Board Members and Education Policy" and the 1973-74 study of Roald Campbell and Tim Mazzoni, Jr., "State Policy Making for the Public Schools: a Comparative Analysis."

The Sroufe study found some evidence, although not statistically significant, that state boards who had the power to hire and fire a chief state school officer appeared to be more influential. The Campbell and Mazzoni ten state study provided statistically significant findings on a range of factors which demonstrated that those boards which had the power to hire and fire the chief were more influential. Their study was not able to demonstrate any statistically significant findings as to the greater influence of a state board, regardless of how they were selected. Therefore, the more influential boards are the ones which:

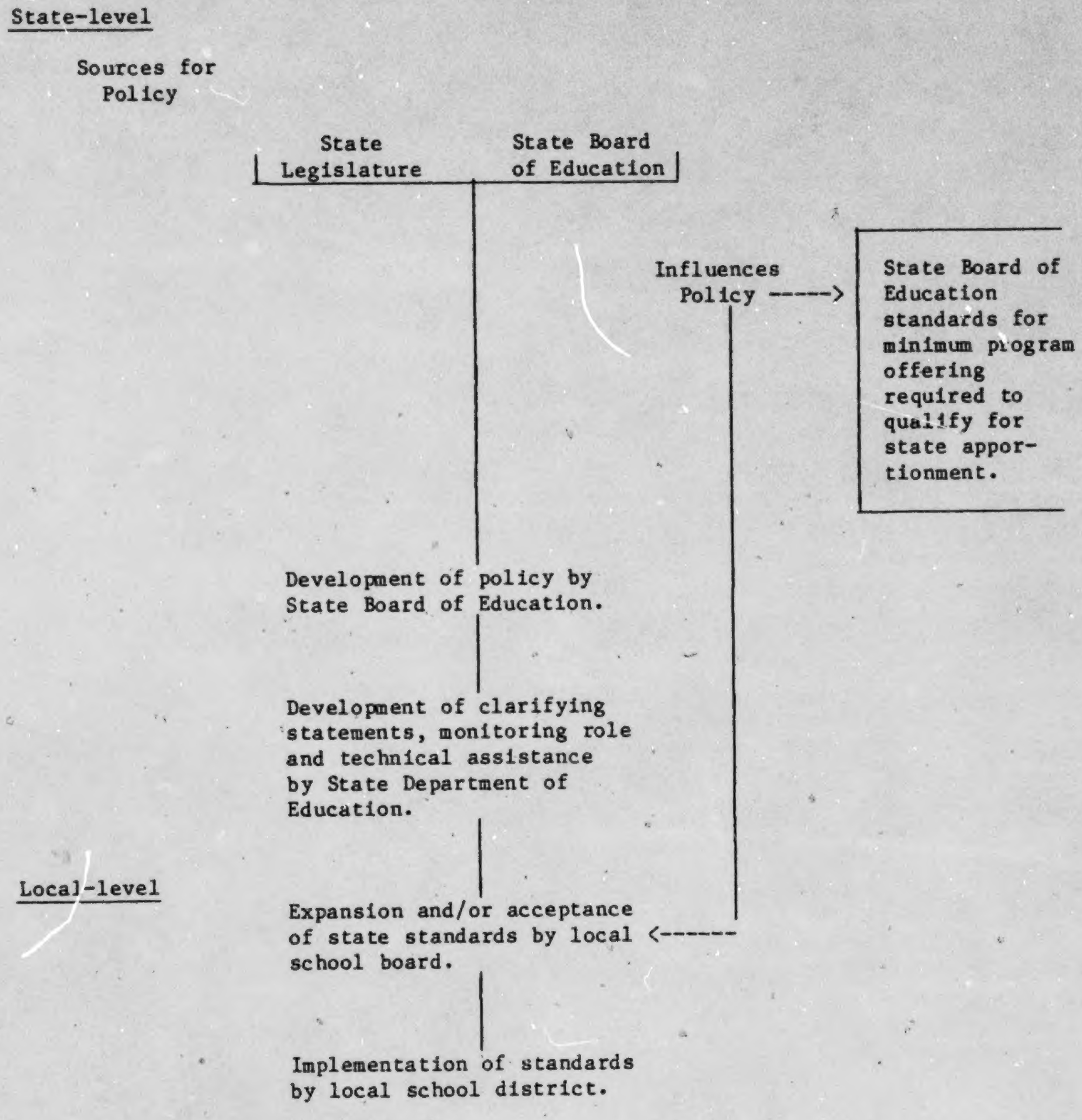
- select their chief
- have broad legal authority
- emphasize non-routine items on their board agendas (emphasize policy, legislative, goal and priority setting).

On the basis of NASBE's experience, we can not see any differences between state boards which are elected or appointed. We do see significant differences based upon the board's authority over the chief state school officer. There are many instances where an elected chief and the state board work well together. In these instances, each side has had to work at and develop mutual respect. Unfortunately, there have been several cases where the elected chief and the board have simply not gotten along. In these instances, the policy process virtually stopped.

We will take the example of a state policy in the area of high school graduation requirements to describe the roles and responsibilities of state and local agencies and organizations in the development and implementation of this policy. At the state level two bodies can set policy regarding high school graduation requirements - the legislature and the state board of education. (See following chart.) The state legislature may require that certain subjects such as state history and pysical education be included or that certain units of instruction in such areas as alcoholism, smoking or economic education be included. Most often this comes about because of the influence of single interest constituency groups. High school graduation requirements established by state boards nearly always specify the minimum number of courses or units of instruction in which are required. These units are divided into core units such as english, mathematics and physical education, and elective units. The particular definition of a unit is specified in the State Board of Education policy, e.g., number of hours of classroom instruction. At least this minimum number of units of instruction must be offered by local schools in order to receive their state apportionment of funds.

After the minimum standards are set by the State Board, the State Education Agency develops clarifying statements or rules to accompany the Board policy. These statements or rules outline reporting requirements, specify the state's approval process and specify the basis, if any, for exceptions to the Board's policy.

DEVELOPMENT AND IMPLEMENTATION OF STATE POLICY ON HIGH SCHOOL GRADUATION REQUIREMENTS


State-level
Sources for Policy
State Legislature
State Board of Education
Influences Policy
Local-level

State Board of Education standards for minimum program offering required to qualify for state apportionment.

Development of policy by State Board of Education.

Development of clarifying statements, monitoring role and technical assistance by State Department of Education.

Expansion and/or acceptance of state standards by local school board.

Implementation of standards by local school district.

The agency also provides technical assistance to schools in areas related to the policy.

The established minimum course offerings and the minimum graduation requirements set by the state board must be implemented by the local school board. However, a local board is free to go beyond these requirements in specifying additional units for high school graduation, and usually does. The local standards for graduation, which incorporate and usually expand on state standards, are implemented by all the high schools within the school district boundaries.

Each individual high school within the school district boundaries has a variety of options they may offer to students working to meet the high school graduation credit requirements. The individual building principal may or may not have discretion to approve these options depending upon local board policy. Credit may be gained in the following ways:

- student may stay enrolled in one school until he/she graduates;
- student may transfer credits from another school;
- student may obtain credit from a community college, university or vocational/technical center through an agreement with the high school;

- from any program offered through an intermediate service unit (ISU) cooperative*;
- from correspondence causes approved by the high school;
- through summer school causes;
- through work experience programs approved by the high school;
- through independent study approved by the high school;

---

* Intermediate service unit (ISU) has a variety of roles and functions. These may differ from state to state but in most states their purpose is to serve the school districts in whatever way the districts determine. Services, technical assistance, coordination or program administration/operation are determined through an agreement between the school districts, board, and the ISU. The ISUs have no authority to establish additional graduation requirements but they could offer to coordinate a program in several school districts which would meet the standards.

Not all states have ISUs. They have emerged over the last 10 years and have largely replaced the county superintendent. However, some states do still have a county superintendent. Individuals should consult state statutes to determine the role, if any, of the county superintendent in their state.

In addition to the formal governance structure, policy is influenced by public interest groups and community groups. At the state-level, the state board and the legislature are influenced by the following groups:

- teacher, parent, administrator, school board associations;
- subject matter interest groups;
- single interest groups;
- labor and business groups; and
- ethnic and minority groups.

At the local level, local school boards are influenced by all of the local affiliates of the above groups and a variety of local community groups. The role of these groups is described more fully in Part 1 of this report.

FEDERAL-STATE-LOCAL RELATIONSHIPS

Education in the United states is a prime example of the working of Grodzin's "marble cake" federalism in which all three levels of government provide legitimate and necessary contributions. Education is a state function, since it is not one of the powers specifically assigned to the federal government in the U.S. Constitution. That document contains no mention of education or schools. Historically, however, the federal government has considered education to be of national importance, and an abundance of legislation affecting education has been passed to enhance the "general welfare" or to assure the "common defense" of the nation.

Yet education remains essentially a state responsibility, even with increasing number of federally-funded categorical programs which are implemented through the states' governance structures. Outside of these federally-funded programs:

> "...the legal basis of the state's primacy in educational decision making is no longer seriously challenged; state governmental structures have almost total authority. Five structures can be identified as potential wielders of power in setting policy for schools: the governor's office; the state legislature; the state education agency; the state board of education and the local school board."[1]

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[1] Russell W. Meyers, "Educational Governance," The Imperative of Leadership I, (National Association of State Boards of Education, 1975), p. 7.

The process used to develop educational policy probably do not differ from other governmental functions so far as the roles of the Governor and the state legislature are concerned. However, education is unique in several ways:

1. There is a separate system of governance and administration which is concerned only with education, and
2. Elementary and secondary education as a state responsibility is delivered through a decentralized system of local school districts, each with its own governing board.

It is this separate state educational governance structure which is mapped first.

STATE STRUCTURES: ELEMENTARY AND SECONDARY EDUCATION

The American federal system has not produced uniformity among the states, nor was this its intent. A quick look at the educational governance structures of the 50 states attests to this diversity.

Ten different categories of state educational governance structures can be identified. However, three of these ten categories apply to nearly three-fourths of the states. These structural "models" reflect variations in answers to two related questions:

1. How are the Chief State School Officer (CSSO) and the State Board of Education (SBE) members selected?
2. What are the structural relationships between the Governor, the SBE, and the CSSO?

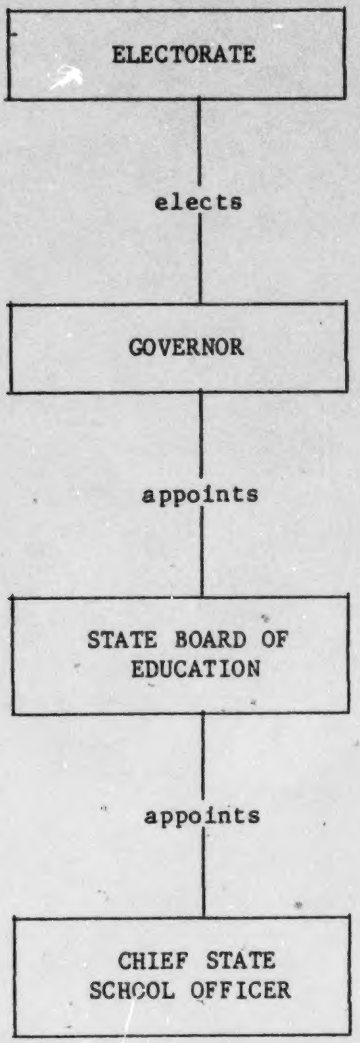
Model I (15 states). The first model to be examined suggests an influential role for the Governor and basic responsibility of the State Board of Education (SBE) for educational governance (see Figure 1). Education is one of the many governmental functions for which the Governor, as chief executive officer of the state, is responsible. However, in reality the Governor's direct role tends to be limited to the initial appointment of SBE members who become the primary authority within the state's educational governance structure. Note the "within the educational governance" modifier. The legislature retains broad responsibility for setting all state policy, including education The SBE functions as the primary authority within the legislature limits, but the SBE along with others, "interacts" with the legislative as the legislature establishes these limits.

The Governor's ability to influence educational policy through the appointment process tends to be limited by two factors: (a) SBE members generally are appointed for overlapping terms so that the Governor appoints a minority of the board at any one time, and (b) SBE members' terms are generally longer than that of the Governor who appoints them. Of the 15 states that operate under Model I, only Minnesota and Rhode Island SBE members serve less than five years. Five states provide five-year terms, five have six-year terms, one has an eight-year term, and in two others SBE members are appointed for nine-years.

Model I is interesting in that it recognizes education as a governmental function and provides the Governor with a significant, through limited role in the process. At the same time it provdes a logical set

FIGURE 1

MODEL I: GOVERNOR-STATE BOARD OF EDUCATION (SBE)


ELECTORATE
elects
GOVERNOR
appoints
STATE BOARD OF EDUCATION
appoints
CHIEF STATE SCHOOL OFFICER

STATES:
- Alaska
- Arkansas**
- Connecticut
- Delaware
- Illinois
- Iowa
- Maryland
- Massachusetts*
- Minnesota***
- Missouri
- New Hampshire
- Rhode Island
- South Dakota****
- Vermont
- West Virginia

*also has a Secretary of Education
**with approval by the Governor
***with approval by the Governor and Senate
****with approval by the Secretary of Education

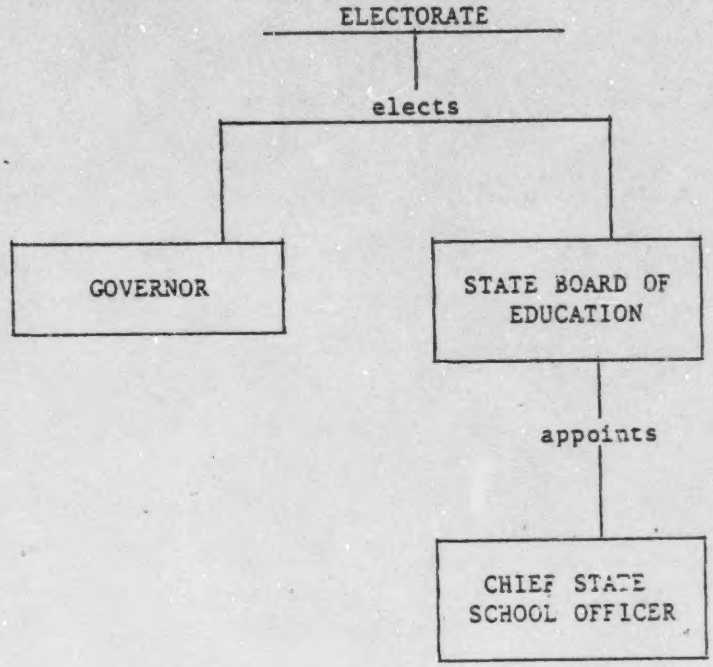
of relationships within the specific governance structure. The SBE, appointed by the Governor, becomes the primary authority in educational policy. The SBE also appoints the Chief State School Officer (CSSO) to administer both that policy and the State Education Agency (SEA), the administrative apparatus of educational governance. In most Model I states the CSSO serves at the pleasure of the State Board, and this re-emphasizes both the SBEs primary responsibility for education and the relationship between policy-making and administration.

Model II (11 states). The Model II SBE-CSSO relationship is the same as in Model I, i.e., the State Board appoints the Chief, but Model II minimizes the Governor's role in the formal structure (see Figure 2). In this model, State Board members are elected--instead of appointed by the Governor--usually through a partisan election, although four states provide for non-partisan elections. Of the 11 states which operate under Model II, SBE members in six states serve for four years; in four states they serve for six years; and in one, the elected term is eight years. In all but one of these states (Texas) the CSSO serves at the pleasure of the Board rather than for a specified term.

Model II suggests a more populist approach to educational governance than does Model I, though both clearly establish separate governance structures for education. The elected board procedures in Model II indicate a more direct role for the electorate and a greater politicization of the educational decision-making process than is found in Model I.

FIGURE 2

MODEL II: ELECTED STATE BOARD--SBE APPOINTED CSSO


ELECTORATE
elects
GOVERNOR
STATE BOARD OF EDUCATION
appoints
CHIEF STATE SCHOOL OFFICER

STATES:
- Alabama
- Colorado
- Hawaii
- Kansas
- Michigan
- Nebraska
- Nevada
- New Mexico*
- Ohio
- Texas
- Utah

* Also has a Secretary of Education

Model III (12 states). Model III is a substantial departure from the formal SBE-CSSO superior/subordinate relationship assumed under the two previous models (see Figure 3). In Model III, the CSSO is elected, usually by partisan ballot, and almost always for a four-year term. On the other hand, the elected Governor appoints SBE members, most often to staggered terms of five years or longer.

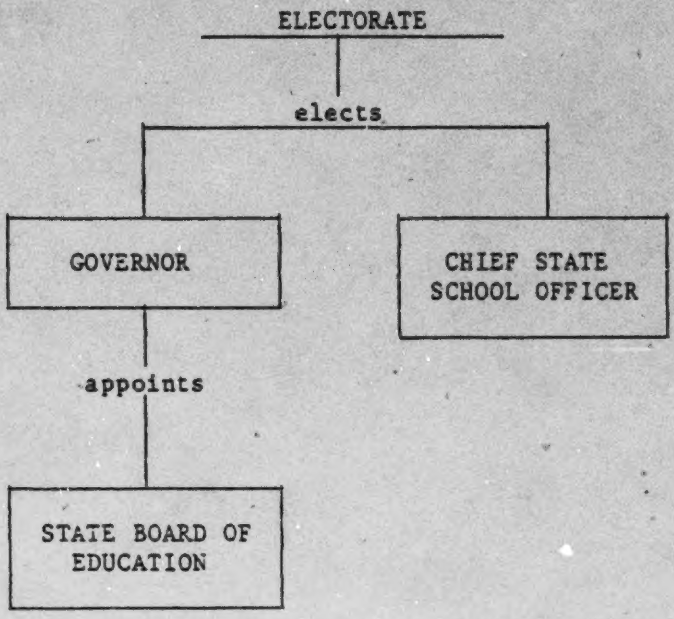
Thus, at any one time it is not unusual in at least eight of the states operating under Model III to have both the Governor and the CSSO elected for terms of equal length and both with some formal, legal responsibility for education. They must also work with an SBE to which the majority of members was appointed by a previous Governor (or Governors). On the surface, Model III seems to negate the SBE-CSSO superior/subordinate relationship and to establish two distinct and legitimate sources of educational leadership in the state--the elected CSSO and the appointed SBE.

Model IV (5 states). Thirty-seven of the 50 states have educational governance structures represented by one of the three previous models. Two other closely-related models need to be examined briefly because they illustrate a relatively recent development in education, as yet too slight to be called a trend.

Model IV emphasizes the Governor's role by bestowing on that office the power to appoint both the SBE members and the CSSO (see Figure 4). In three of the five states, the CSSO serves at the pleasure of the Governor, but in two (New Jersey and Pennsylvania) the CSSO's term is longer than the Governor's. In four of the five states, the SBE members

FIGURE 3

MODEL III: ELECTED SBE - ELECTED CSSO

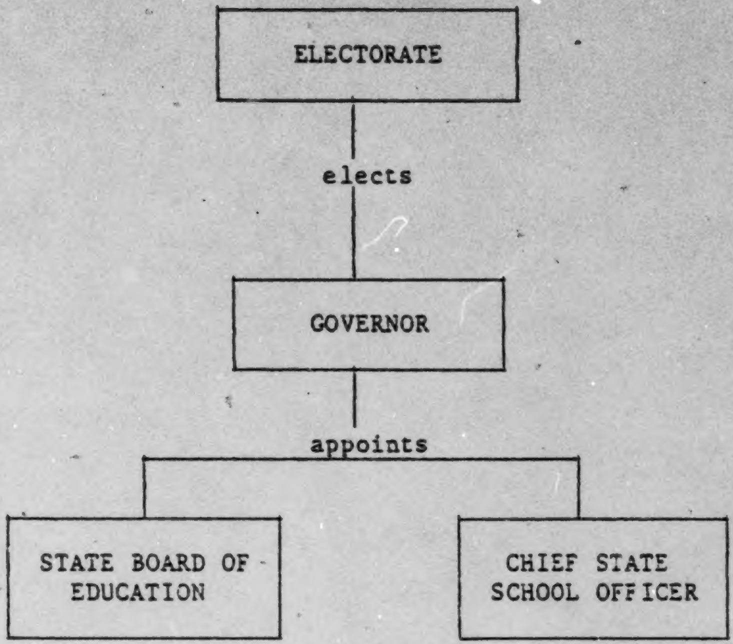

ELECTORATE
elects
GOVERNOR
CHIEF STATE SCHOOL OFFICER
appoints
STATE BOARD OF EDUCATION

12 STATES:

- Arizona
- California
- Georgia
- Idaho
- Indiana
- Kentucky
- Montana
- North Carolina
- North Dakota
- Oklahoma
- Oregon
- Wyoming

FIGURE 4

MODEL IV (5 states): GOVERNOR APPOINTED SBE AND CSSO


ELECTORATE
elects
GOVERNOR
appoints
STATE BOARD OF EDUCATION
CHIEF STATE SCHOOL OFFICER

STATES:
- Maine
- New Jersey
- Pennsylvania*
- Tennessee
- Virginia*

* Also has a Secretary of Education

are appointed for terms of five years or longer. Extended terms for SBE members and the CSSO seriously limit what, at first glance, would appear to be considerable gubernatorial influence on educational governance.

Other Models. The Campbell and Mazzoni study[2] suggested an alternative structure called the "Basic Centralized Model" in which the CSSO would be a member of the Governor's cabinet and would serve at the pleasure of the Governor. There would no SBE. At present, no state is structured on this model although Wisconsin has no State Board but does have an elected Chief.

In Models I-III, several states (Massachusetts, New Mexico, and South Dakota) were identified as having a Secretary of Education as well as a CSSO and an SBE. Pennsylvania and Virgina, Model IV states, also have a Secretary of Education who serves as a cabinet-level official under the Governor. Together, these five states are differing examples of what Campbell and Mazzoni identified as the "Secretary of Education Aproach"[3] to educational governance, which is illustrated in Model IVA (see Figure 5).

This Model does not represent precisely any one of the five states. The roles of the CSSO and the Secretary vary depending on the state. In some the Secretary has primarily a coordinating role, with the CSSO appointed by the SBE. In several others, the Secretary has a more

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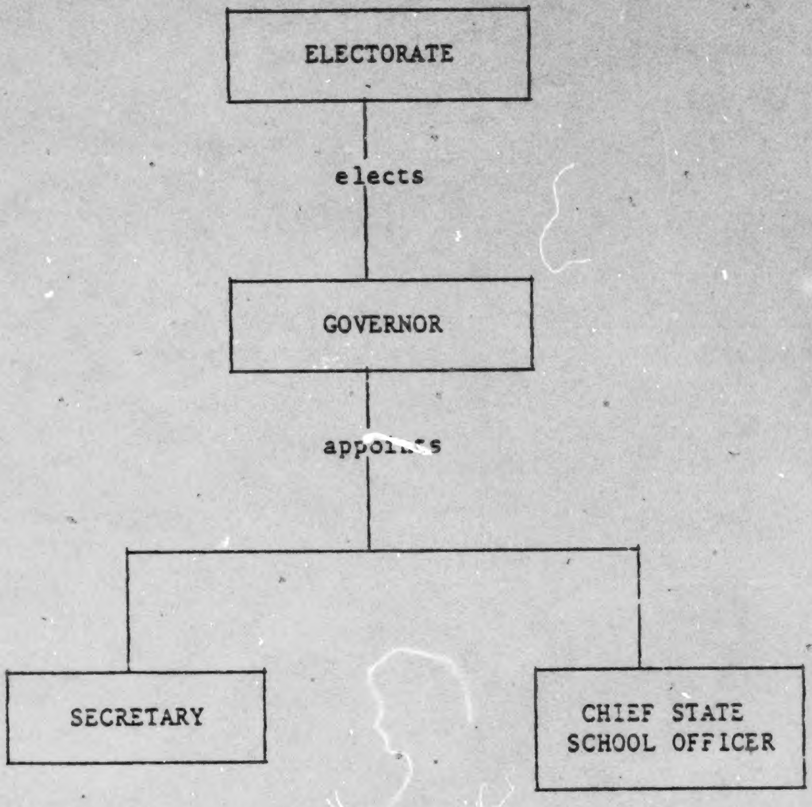
[2] Roald F. Campbell and Tim L. Mazzoni, Jr., State Policy Making for the Public Schools. (Berkeley: McCutchen, 1976.)
[3] Ibid, p. 324.

FIGURE 5

MODEL IVA: SECRETARY OF EDUCATION


ELECTORATE
elects
GOVERNOR
appoints
SECRETARY
CHIEF STATE SCHOOL OFFICER

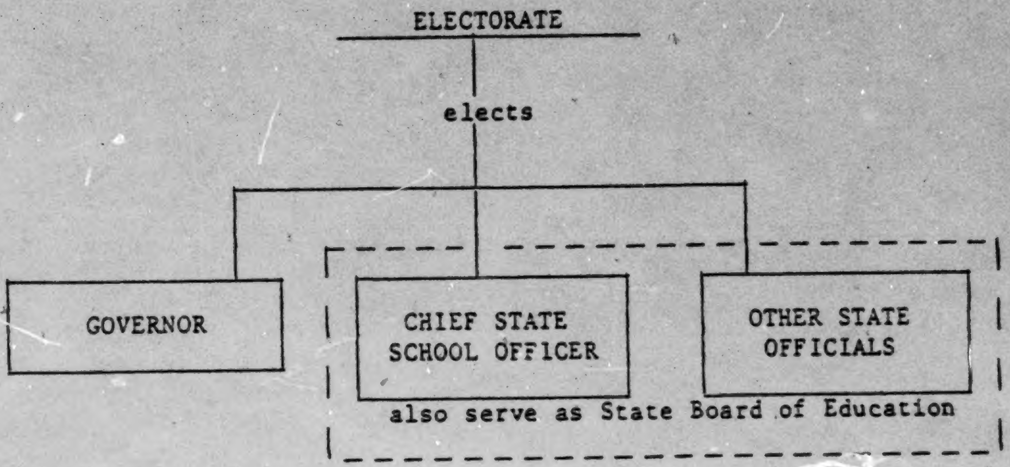
authoritative role, with the CSSO and the Board somewhat subordinate in authority.

At present, the role of the Governor, acting through the Secretary of Education, remains unclear. Where attempts have been made to centralize gubernatorial influence in educational governance, the SBE has nonetheless been retained, and thus at least the semblance of an educational governance structure distinct from the general state governance structure. More time will be required to assess accurately the results of the emergence of the Secretary of Education model.

The remaining states (7) do not fall into any of the above categories. In two states (Florida and Mississippi) the SBE is composed of certain elected officials including the CSSO. Wisconsin has no State Board of Education for elementary and secondary education but does have a state board for vocational education. In Louisiana the SBE is composed of eight elected and three Governor-appointed members, and the CSSO is elected. In New York and South Carolina, the legislature appoints the SBE members; in New York the SBE appoints the CSSO, but in South Carolina, the CSSO is elected. Washington is unique in that the SBE is elected by the local school district boards of education, but the CSSO is elected at-large.

FIGURE 6

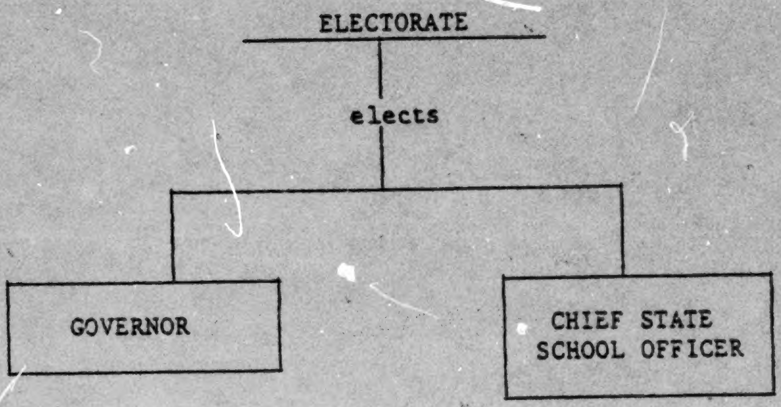
MODEL V: STATE OFFICIALS MODEL


ELECTORATE
elects
GOVERNOR
CHIEF STATE SCHOOL OFFICER
OTHER STATE OFFICIALS
also serve as State Board of Education

2 STATES:
Florida
Mississippi

FIGURE 7

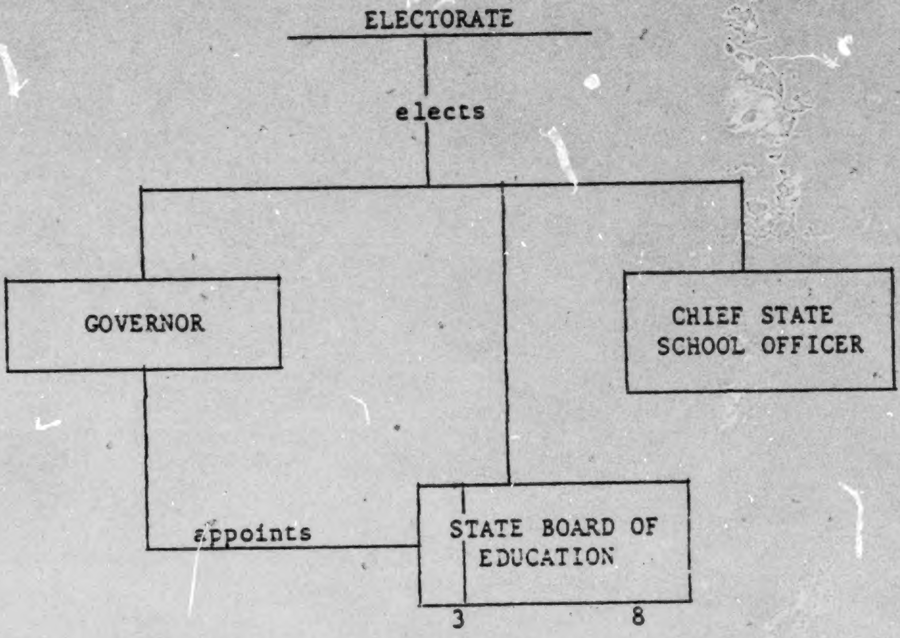
MODEL VI: NO SBE


ELECTORATE
elects
GOVERNOR
CHIEF STATE SCHOOL OFFICER

1 STATE:
Wisconsin

FIGURE 8

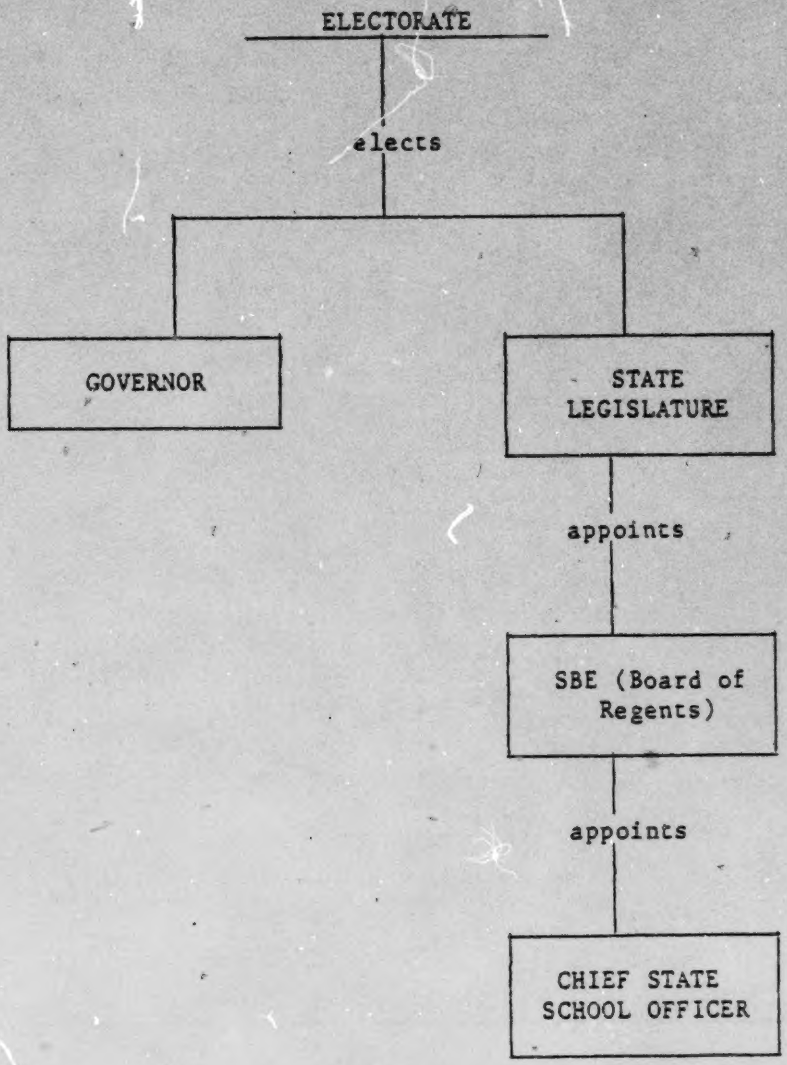
MODEL VII: MIXED SBE MODEL


ELECTORATE
elects
GOVERNOR
CHIEF STATE SCHOOL OFFICER
appoints
STATE BOARD OF EDUCATION
3
8

1 STATE:
Louisiana

FIGURE 9

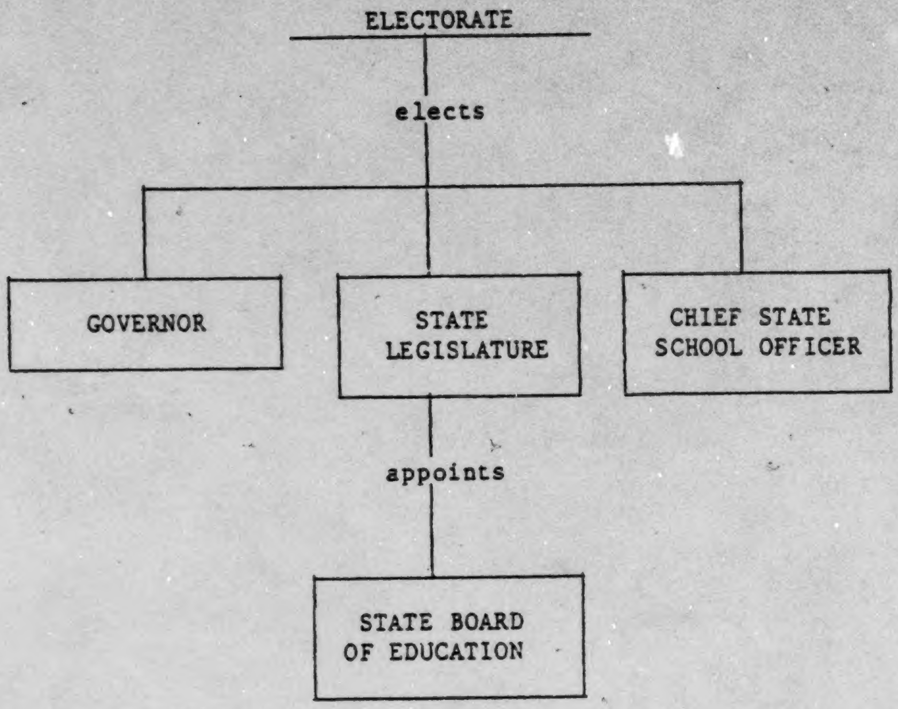
MODEL VIII: LEGISLATURE APPOINTED SBE


ELECTORATE
elects
GOVERNOR
STATE LEGISLATURE
appoints
SBE (Board of Regents)
appoints
CHIEF STATE SCHOOL OFFICER

1 STATE:
New York

FIGURE 10

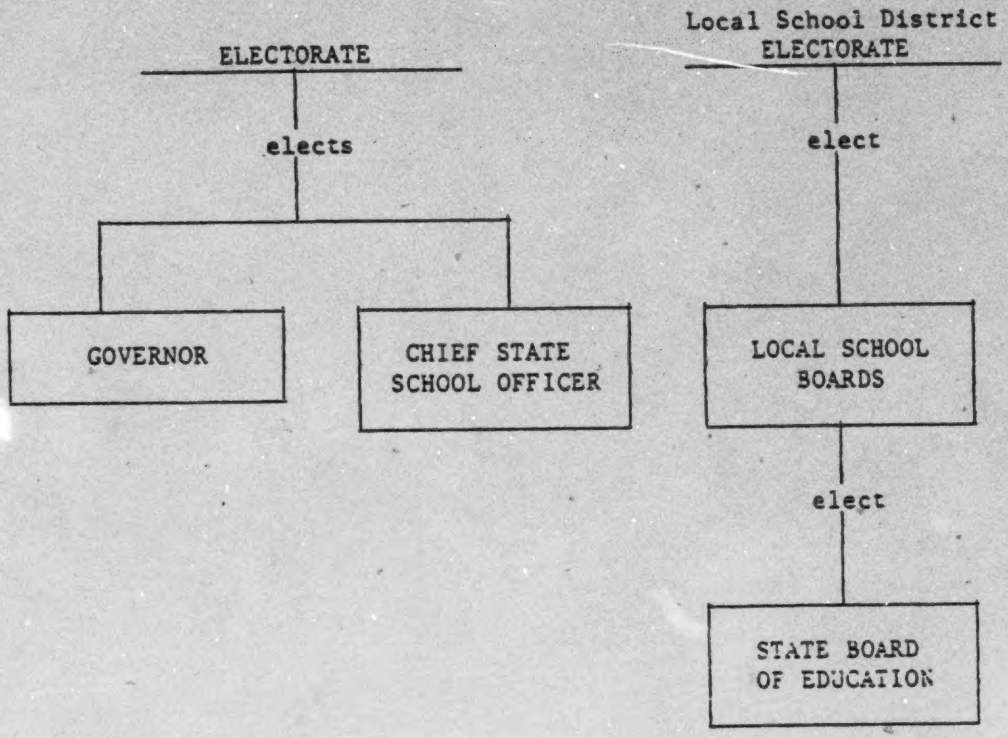
MODEL VIIIA: MODIFIED LEGISLATURE APPOINTED SBE


ELECTORATE
elects
GOVERNOR
STATE LEGISLATURE
CHIEF STATE SCHOOL OFFICER
appoints
STATE BOARD OF EDUCATION

1 STATE:
South Carolina

FIGURE 11

MODEL IX: LOCAL SCHOOL BOARD BASED SBE


ELECTORATE
elects
GOVERNOR
CHIEF STATE SCHOOL OFFICER
Local School District ELECTORATE
elect
LOCAL SCHOOL BOARDS
elect
STATE BOARD OF EDUCATION

1 STATE:
Washington

A Word of Reservation. Assignment of states to the model categories has been done for discussion purposes. The groupings mask differences within each of the models regarding the powers and responsibilities of the SBE, the length of the term of appointment or election, the number of members on the board, and other potentially important variables.

Further, assumptions made may not hold true in a particular state. This attempt to generalize about state educational governance structures should be considered only a starting point; persons who seek to become involved with the governance structure need to examine carefully the structure of that specific state.

The review of governance structures for elementary and secondary education suggests that, in most states, the Chief State School Officer and members of the State Board of Education hold influential positions in the formulation of state education policy. These persons, rather than the governor or state legislators, may be most interested in and responsive to CETA programs.

STATE STRUCTURES: HIGHER EDUCATION INSTITUTIONS

If the previous discussion of governance of public education in elementary and secondary schools appears to be a bit complicated, the governance patterns for higher education become a veritable jungle. In most states higher education has two distinct components--the community or junior college system of two-year institutions, and the system of four-year and graduate-level colleges and universities. Often there is a statewide board for the community college system and another for the four-year institutions. Further, these boards tend to be about equally divided between coordinating (advisory) and governing boards. Not all states have statewide boards for community colleges and several use the governing board of one of the four-year institutions as a statewide board, or as the governing board for one or more community colleges. Generalizing about the governance structure of higher education is most difficult.

Millard, in 1976, wrote that every state had "some board or commission and staff. . . which is responsible to some degree for higher education in the state."[4] But the governance pattern

> is considerably more complicated than the status of elementary-secondary education among the states where with exceptions, there is usually a state board of education with a commissioner or superintendent of public instruction as its executive officer. If by "Boards of Higher Education" is meant boards parallel to boards of education that are responsible for elementary-secondary education, and have at least analogous powers in relation to higher education, the parallel at best will be only appropriate and the differences are likely to be far greater than the similarities."[5]

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[4] Richard M. Millard, State Boards of Higher Education, (ERIC/Higher Education Research Report No. 4, 1976. Washington, D.C.: American Association for Higher Education, 1976) p. 4.

[5] Ibid, p. 5.

Assuming that this report will be read primarily by people involved with CETA and that the junior/community colleges have generally responded quickly to developing programs for the CETA-population, the junior/community college governance structure may be of particular interest.

Community colleges are largely a post-World War II development. They tend to be viewed as broadly related to yet distinct from the four-year colleges and universities. "They were and are in most cases more closely related to local communities and are designed to meet local community needs. In the majority of states community colleges receive tax funds from their local communities as well as from student fees and from state government."[7] In a few states, however, they are almost totally supported by state funds, and in nearly all states there is a statewide board or commission with some degree of responsibility for community colleges. However, that degree of responsibility varies greatly as do the method of selection of members and the length of their terms.

There are several factors which have contributed to the involvement of junior/community colleges in CETA programs. These include: (a) the orientation of a community college which is job preparation where over half of the enrollment is in occupational programs; (b) each college has a division of community services which is responsible for responding to community needs by developing and organizing programs which are self-supporting and of a non-credit nature; (c) these divisions have the authority to initiate programs on an as-needed basis with approval from a dean and do not have to receive state approval or governing board approval as do courses for credit. This latter situation usually takes at least a one-year lead time for program implementation; and (d) the colleges with an institutional-level board tend to be more flexible in program implementation than those with a state-level coordinating or governing board for both community colleges and four-year institutions.

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[7] Ibid, pp. 26-27.

A 1975 Education Commission of the States report[7] identified ten states with "Central (State-Level) Agencies" serving as coordinating or governing boards for only community or junior colleges. Another fifteen states had such statewide agencies with responsiblity for both the community and the four-year colleges and universities. Further, nine states had "institutional governing boards" responsible only for the junior/community colleges in the state. The remaining states had individual boards for each of the community colleges, or several boards with responsibility for junior and senior higher education institutions, or no community colleges. Table 1 summarizes these statewide agency governance structures.

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[7] "Survey of the Structure of State Coordinating or Governing Boards and Public Institutional and Multicampus Governing Boards of Postsecondary Education--As of January 1, 1975, "Higher Education in the States, Vol. 4, No. 10, 1975, pp. 297-352.

SUMMARY OF GOVERNANCE/COORDINATION OF COMMUNITY COLLEGES: 50 STATES

I. CENTRAL (STATE-LEVEL) AGENCIES:

A. FOR COMMUNITY (junior) COLLEGES ONLY: 4 States

ARIZONA: State Board of Directors for Community Colleges
ILLINOIS: Illinois Junior College Board
MARYLAND: State Board for Community Colleges
OREGON: Oregon State Board
TEXAS: Coordinating Board, Texas College and University System

B. FOR HIGHER EDUCATION, BOTH COMMUNITY (junior) AND 4-YEAR (senior) INSTITUTIONS: 9 States

ALASKA: Board of Regents, University of Alaska
GEORGIA: Board of Regents, University of Georgia System
HAWAII: Board of Regents, University of Hawaii
MAINE: Board of Trustees, University of Maine
MONTANA: Board of Regents of Higher Education
NEVADA: Board of Regents, University of Nevada System
UTAH: State Board of Regents
WEST VIRGINIA: Board of Regents
WISCONSIN: Board of Regents, University of Wisconsin

C. HIGHER EDUCATION IN AN AGENCY ALSO RESPONSIBLE FOR K-12 EDUCATION IN THE STATE: 12 States

ALABAMA: State Board of Education
FLORIDA: State Board of Education, Division of Community Colleges
IDAHO: State Board of Education
IOWA: State Board of Education (junior, but not senior institutions)
MICHIGAN: State Board of Education
MISSISSIPPI: Division of Junior Colleges, State Department of Education
NEW YORK: Board of Regents, University of the State of New York
NORTH CAROLINA: State Board of Education (junior but not senior institutions)
KANSAS: State Board of Education
PENNSYLVANIA: State Department of Education
RHODE ISLAND: Board of Regents for Education

II. INSTITUTIONAL LEVEL BOARDS: MULTICAMPUS: 14 States

A. COMMUNITY (junior) INSTITUTIONS ONLY

CALIFORNIA:	Board of Governors, California Community Colleges
COLORADO:	State Board for Community College and Occupational Education
CONNECTICUT:	Board of Trustees, Regional Community Colleges
DELAWARE:	Board of Trustees, Delaware Technical and Community Colleges
MASSACHUSETTS:	Board of Regional Community Colleges
MINNESOTA:	State Board for Community Colleges
VIRGINIA:	State Board for Community Colleges
WASHINGTON:	State Board for Community College Education
WYOMING:	Community College Commission

B. FOR BOTH JUNIOR AND SENIOR INSTITUTIONS:

CONNECTICUT:	Board of Trustees, University of Connecticut
KENTUCKY:	Board of Trustees, University of Kentucky
LOUISIANA:	Board of Supervisors of Louisiana State University Agriculture and Mechanical College, and Board of Supervisors of Southern University and Agricultural and Mechanical College
SOUTH CAROLINA:	Board of Trustees, University of South Carolina
TENNESSEE:	Board of Regents, State University and Community College System
VERMONT:	Board of Trustees, The Vermont State Colleges

III. NO STATEWIDE OR MULTICAMPUS STRUCTURES FOR COMMUNITY COLLEGES (OR NO COMMUNITY COLLEGES IN STATE): 11 States

ARKANSAS
INDIANA
MISSOURI
NEBRASKA
NEW HAMPSHIRE
NEW JERSEY
NEW MEXICO
OHIO
OKLAHOMA
OREGON
SOUTH DAKOTA

* SOURCE: "Survey of the Structure of State Coordinating or Governing Boards and Public Institutional and Multicampus Governing Board of Postsecondary Education--as of January 1, 1975," *Higher education in the States* (Education Commission of the States, vol 4, no. 10, 1975). The classification of a state as either a Central (State-Level) or an Institutional Agency is that found in the publication with the exception of Alabama State Board of Education as an institutional level agency.) (p. 318).

Table 1 can easily give an inaccurate and simplistic picture of the governance of community colleges. First, the range of responsibilities assigned to statewide agencies is great--from a loosely defined "supervisory" function with a modicum of authority, to total governance with fullfledged authority to enforce decisions. Second, in many states each community college has its own institutional governing board. These local boards tend to act much like the local elementary-secondary school boards do in relations with the state. The concept of local control is not limited to the K-12 schools.

One must not rely too heavily on organization charts depicting relationships between community college structures and other governmental structures. It is absolutely essential that individuals seeking to influence a local community college program identify the governance structures under which that specific institution functions, both in reality as well as on paper. Generalizations about governance structures are helpful only as a starting point.

STATE STRUCTURES: VOCATIONAL EDUCATION

Vocational education governance structures appear to be similar to those for elementary and secondary, but that appearance is deceiving. In the first place, vocational education emerged from national policy, and major decisions in this field have continued to be made at the federal level. States function more like administrative units in governance of vocational education than they do in governance of either elementary/secondary or higher education. We will briefly trace the development and changes in federal policy in this area. Federal legislation supporting vocational education represents the oldest of the federal grants-in-aid programs beginning in 1917 with the Smith-Hughes Act. The orientation of vocational education has changed markedly through legislation during the fifties, sixties and seventies. Until 1962, there was no focus on any population subgroup in the legislation but rather programmatic emphasis.

During the sixties, attention was focussed on youth with special needs who had academic, socio-economic or other handicaps that prevented them from succeeding in a regular high school vocational program. The legislation therefore specified that these programs should respond more effectively to the needs of these individuals. However, there was no provision for targeting funds to this group. Legislation in 1968 established setasides for special populations such as the disadvantaged and the handicapped. Again these groups were singled out because they could not succeed in the regular vocational education program without special educational assistance or a modified vocational education program. Between 1968 and 1976, a new population - those restricted by their English-speaking ability - was added to the other groups for special vocational education training. In 1976, in addition to emphasizing the needs of the already identified targetpopulations, several new groups were identified and additional emphases placed; these included:

New groups

- women
- American Indians

- displaced homemakers
- youth offenders and adults in correctional institutions

new emphases

- elimination of sex bias, sex stereotyping and sex discrimination in vocational education programs.

The legislation also mandates the state level agencies and councils to be responsible for receiving, planning and distributing federal vocational education funds within the states. Any state wanting to receive these funds must designate a state board to be the sole state agency responsible for administering the programs. In nine states, there is a separate State Board for Vocational Education. In the remaining states the State Board of Education serves as the State Board for Vocational Education.

STATES WITH SEPARATE STATE BOARDS FOR VOCATIONAL EDUCATION

Colorado
Indiana
Kentucky
Montana
North Dakota
Oklahoma*
South Dakota
Washington
Wisconsin

* (State Board for Elementary and Secondary Education plus an additional seven members)

Invariably, the Board assigns these administrative responsibilities to the State Education Agency (SEA). The staff specifications, their responsibilities and minimum budget allocation to carry out various sections of this legislation are outlined in the regulations.

The legislation also mandates the establishment of a state advisory council for vocational education (SACVE). The functions of this include:

- identification of state vocational education needs.
- identification of state employment and training needs.
- commenting on reports of the State Manpower Services Council.
- providing technical assistance to local advisory boards.

The local advisory boards must be established if the local education agency (LEA) receives vocational education funds from the state board. The formula for distribution of these funds is very detailed but special weight is given to two factors: 1) the relative financial ability to provide needed services, and 2) the relative concentration of low-income populations in the LEA's jurisdiction.

The states are allocated funds on a formula basis. From this allocation, 15% of the total must be spent on postsecondary programs, 20% for disadvantaged population and 10% for the handicapped poulation. From the remaining amount, 80%, known as its basic grant, may be used for purposes such as vocational education programs, work-study programs, cooperative vocational programs, energy education programs, stipends and placement services for students who have acute economic needs which cannot be met by other programs, and day care services for children of persons enrolled in vocational schools. Although the list of allowable programs, services and activities is much more extensive, through a single basic grant, the states may determine their own priorities for funding.

The remaining 20% of the state's allocation is used for program improvement and supportive services. Of this percentage, a minimum of 20% must be spent on guidance and counseling services.

It is seen, therefore, that Vocational Education and CETA have similar administrative systems: establishment of State-level Advisory Councils and local advisory councils; development of five-year and annual plans; targeted populations but flexibility in service delivery options.

LOCAL GOVERNANCE OF EDUCATION

The previous discussion focused on statewide educational governance structure, recognizing the position of legal responsibility assigned to that level of government. Historically, this legal responsibility has been met through a highly decentralized system of local school districts, and the tradition of local control has been strong in the vast majority of the states. The result has been that education policy has often been set much, if not more, by local school districts as by the Governor, the SBE, and the CSSO.

Education policy within a state has both a state and a local component. State policies, whether formulated by the legislature, the SBE, or by regulations developed by the CSSO and approved by the State Board, become policies for all school districts in the state.

However, these polcies are implemented by personnel at the local district level. The degree of implementation tends to vary widely among districts.

Local policy, on the other hand, is policy formulated by local school boards within the limits established by state law. Personnel, building facilities, and curriculum policies tend to be left largely in the hands of local school boards. State policies do, however, impinge on local decision-making through mandated programs, budget limitations, and specific prohibitions against certain kinds of policies. Tenure, for example, is one example of limitations frequently placed on local school district personnel policies.

Currently, there are just under 16,000 separate school districts in the United States. All states, with the exception of Hawaii, are organized into such local districts (Hawaii schools form a single school district). The range in the number of school districts in the states is illustrated below.

NUMBER OF OPERATING SCHOOL DISTRICTS, 1977-78*

STATE	NUMBER OF DISTRICT
Nevada	17
Maryland	24
Alaska	51
Louisiana	66
Minnesota	439
New York	746
Illinois	1,021
California	1,042
Texas	1,123
Nebraska	1,167

*NEA Research Memo, "Rankings of the States, 1978" (Washington, DC National Education Association, 1978) p. 11

Each of these local school districts has a governing board--called the Board of Education, the School Board, the School Trustees, or similar titles--with fairly broad powers delegated to it by the state. Theses boards are not autonomous; they are part of the state education governance structure, with powers, duties, responsibilities and limitations prescribed in varying degrees of specificity by state laws or constitutions.

Local boards are most often elected, though a few districts have appointed boards. Election is usually on a non-partisan basis. Generally, anyone can be eligible for a school board election. The main qualification for school board members is that they are qualified voters of the state and the school district in which they reside. Some states do add educational qualifications, others require character references that they are freeholders and that they are either taxpayers or parents.

School board members can be elected to represent the district at-large, or a specified part of the local district. Length of terms vary, but overlapping terms are almost provided. School board membership is largely a non-paid office which, in many districts, consumes fairly large amounts of the members' time. A few districts do have paid board of education members.

In terms of boundaries, there are several kinds of local districts in the United States. Most common are school districts that are not geographically coterminous with other local governments. In most Southern and Southeastern states, however, the county lines serve also as the school district boundaries. Consequently, these districts tend to be larger—both georgraphically and in number of pupils—than districts in other parts of the country. County districts also regularly encompass a number of cities and/or towns, though large cities are often organized as school districts independent of the county-wide pattern.

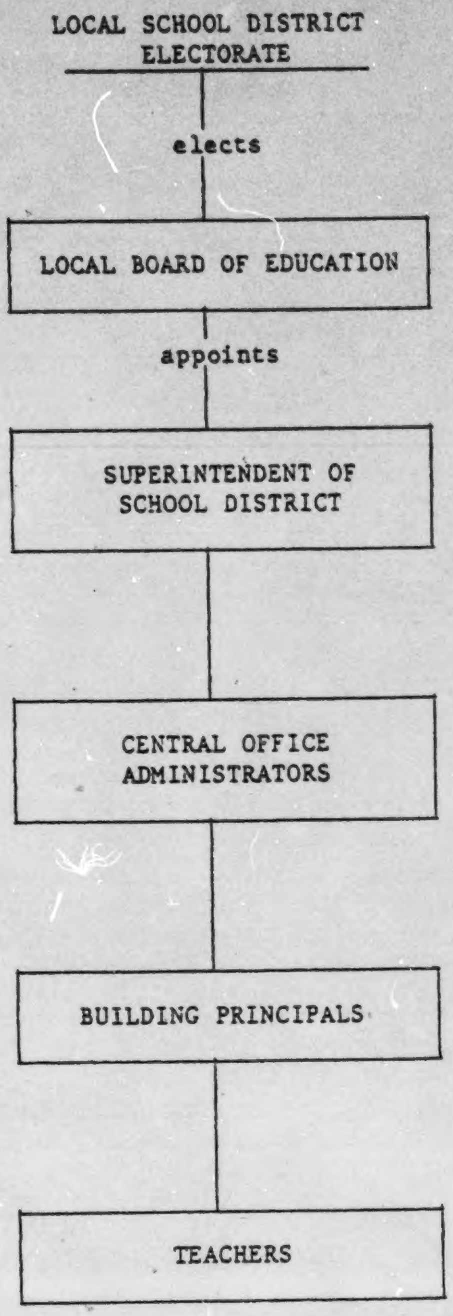
Figure 12 illustrates the typical governance structure of local districts.

The school board is the legislative policy-making body. The board's broad powers include selecting and appointing the superintendent who is chief administrative officer of the local district. Central office and individual building administrators are other important persons in the administrative structure.

Technically, the board sets policy and the superintendent is responsible for administering that policy. In reality, the distinction between policy-setting and administration tends to become murky. Many careful observers of local school districts have concluded that the superintendent and other administrators play powerful roles in suggesting and recommending policy to the board. In a number of instances, local

FIGURE 12

LOCAL SCHOOL DISTRICT GOVERNANCE OF EDUCATION STRUCTURE


LOCAL SCHOOL DISTRICT ELECTORATE
elects
LOCAL BOARD OF EDUCATION
appoints
SUPERINTENDENT OF SCHOOL DISTRICT
CENTRAL OFFICE ADMINISTRATORS
BUILDING PRINCIPALS
TEACHERS

boards are seen as legitimizing policies that are formulated and recommended by the professional educators.

On the other hand, there are many instances in which the board participates in administration. For example, appointment of central office and local building administrators most commonly requires official board action, even when the superintendent has made the selection without previous consultation with the board. Further, it is not unusual for board members to influence or block administrative appointments. Similarly, individual board members in some districts become advocates for a particular educational or curricular program and school personnel have been known to respond to this board member interest even when the board as a whole has not reached a formal policy position regarding it.

The appeal of "local control" is not limited to the school district in its relationship with the state. Many people, both lay citizens and educators, are strong advocates of local control, even at the building level. For a variety of reasons, most districts operate with considerable administrative discretion decentralized to the local building level. Consequently, the activity of interested parent and/or other groups tends to have varying degrees of effect on the administration and programs of individual school buildings.

It is reported that the French Minister of Education once told a visiting scholar that he could look at his watch and know what was happening at that particular time in every classroom in France. Few, if any, local school district superintendents in this country would dare even faintly suggest such centralization, with any expectation that they would not be contradicted by what was happening in two adjacent classrooms in one elementary building.

It is relatively easy, then, for individuals or groups to influence local school district policy and programs. This is particularly true when the interest of the group is consistent with the rather broad, professed belief of educators that children and youth are the primary clients of the schools. The local school district is not always ready to receive new programs and their advocates with open arms. However, the fact remains that in most districts the policy-making/administrative processes present a number of access points from which the educational governance structure can be influenced. These access points differ from district to district, but they do exist.

SUMMARY

This section of the report has outlined the education policy structures which exist in different states. The forms of state-level educational governance were described together with the local boards and school districts. Given the thrust of the CETA Amendments of 1978 and the practical arrangements which have developed between CETA Prime Sponsors and certain levels of the education system, descriptions were also given of the vocational education system and the community-colleges at the postsecondary level.

Part 2- CETA-LEA Governance Issues gives detailed information on the role of these different levels, i.e., state boards and local boards in setting the standards in specific issue areas and providing the framework for them to be carried out.

PROFESSIONAL INTEREST GROUPS

Previous examination of state and local school district governance of education has focused on the formal, legal bases of structures. Both the state and local levels provide for lay governing boards and administration by a professional educator. Some researchers are interested in the extent to which professional educators actually shape or influence the policies enacted by lay-controlled boards. The power of adminstrative recommendations to the local school board is one aspect of that research question; the influence of professional organizations on statewide policy is another.

Professional organizations do have an impact on both state and local education policy. The impact may be more direct and observable at the state level, but local school district policy is not immune. Professional organizations, like all other special interest groups, can assume either advocacy or blocking postures regarding particular policies or programs. Persons seeking to influence education by working through these groups need to be aware of the existence of these organizations and to be familar enough with them to know which are likely to be attuned to a particular interest and which are likely to be opposed to it.

TEACHER ORGANIZATION AND UNIONS

Depending on the individual state, two large, general-membership teacher organizations can be found--one affiliated with the National Education Association (NEA) and the other with the American Federation of Teachers (AFT), an AFL-CIO affiliate. The strength of these organizations varies from state to state, but they do influence policy as inimical to vocational education particularly helpful in their efforts to work with the schools on CETA programs.

ADMINISTRATIVE ORGANIZATIONS

Most states have at least one, and usually several, formal organizations of school administrators. Commonly found are the state equivalents of the American Association of School Administrators (AASA) which appeal primarily to the superintendents and other central office administrators. As a part of, or separate from such a statewide umbrella group (example: CASE--Colorado Association of School Executives), there are usually individual organizations for elementary, junior high/middle, and secondary school principals.

In addition, in many urban areas a regional organization for administrators may also exist--less formal and barely structured, but definitely influential. These go under a variety of titles such as "Metropolitan Area Superintendents Round Tables," "Metropolitan Study Council," and "Area Administrators," to name a few. These small, geographically compact administrator groups are particularly useful to CETA personnel in clarifying for, and gaining program support from, a limited number of influential administrators in a comfortable setting.

SCHOOL BOARD ASSOCIATIONS

There is a National School Boards Association (NSBA) which is concerned primarily with the interest, responsibilities and powers of local school district boards. As with the teacher and administrator groups, a state association of local school boards operates, quite often effectively at both the state and local levels. A strong statewide school board association can have tremendous influence with the Governor, the legislature and the SBE. In some instances, advice from the state association to a local school district board is all that is needed to move that local board in a particular direction.

The existence of a single state association for local school boards is most helpful to other groups seeking to influence educational policy, as the state school board association constitutes a single organization to win over to advocacy or neutrality. This is in contrast with the competing teachers' organizations (NEA and AFT) and with the administrators' organizations.

FINANCING PUBLIC SCHOOLS

Money to operate public schools comes from three sources-- the federal government, the state, and the local school district. The amount contributed by each of these three governmental levels varies from state to state, and from district to district within a state. According to the National Center for Educational Statistics, the federal government provided 8.3%; the states 43.3%; and the local school districts 48.3% of the costs of all public elementary and secondary education in 1976-77.

Since 1977, there have been dramatic shifts in several states from local to state funding. Brought about by court rulings and tax limitation referendums or legislation, nationally the state level now contributes over 50% of all local school district funds.

Local school districts have limited flexibility in the use of available money. In the first place, federal money is restricted to specific or "categorical" programs. Second, education is a labor-intensive operation and in most districts between 80 and 85% of the district budget goes for personnel salaries. Third, the amount of money that can be collected locally is limited by local taxation of property, and by the statutory limitations on budget increases imposed by some state legislatures. Finally, the total amount of money the state makes available to local school districts varies from year to year. The state legislature and not the local school district determines how and how much money from state (rather than local) revenues is to be used to support education. State legislatures are political bodies, and funding of education occurs within a political arena.

Local district money comes primarily from the local property tax. State money comes from other sources such as corporate, inheritance and sales taxes, to name but a few. Generallly, but not as consistently as the local school districts would like, federal education money is funneled through the state education agency rather than directly to local districts. Grants are usually made to the state, and then distributed by the state among the local school districts on the basis of an apportionment formula which is consistent with the intent of the federal legislation.

A frequent criticism of federally-supported programs voiced by both state and local officials is that the amount of federal money provided initially to support a particular program frequently diminishes over time, and the states and local districts are left with the responsibility of providing the money necessary to continue what they consider to be a federal program. The result is often an apparent reluctance to embrace immediately every federally-funded program, particularly if these are administered by other than education agencies. This may explain the initial resistance on the part of state and local education representatives as they consider involving the schools in implementing CETA-Youth Programs.

PART 2

CETA/LEA GOVERNANCE ISSUES

Four specific issues have consistently emerged as problem areas as CETA Prime Sponsors and local education agencies work together developing and implementing programs for CETA-eligible youth. These are: curriculum requirements, guidance and counseling, graduation requirements, and professional certification standards. We have, therefore, put these concerns in the form of questions and presented charts which respond to those questions for each of the fifty states. The information is therefore intended to assist persons who are dealing with these issues in their state. The questions are the following:

1) Who makes decisions regarding curriculum requirements?
2) Who makes decisions regarding guidance and couseling programs?
3) Who determines graduation requirements/performance standards?
4) Who determines personnel certification/licensure standards? What are the general requirements?

Charts recently published by the National Institute of Education[10] answer these questions for the elementary-secondary level on a state-specific basis[11]. These charts are reproduced on the following pages. Postseconday governance charts are not available.

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[10] An Introduction to State Legal Standards for the Provision of Public Education, (Washington, D.C.: Department of Health, Education and Welfare, National Institute of Education, 1978), pp.24-26, 33-39, 84-91, 100-105. Reprinted with permission of NIE.

[11] Readers asked to check this information since it is understood changes have occurred since this data gathering.

CURRICULUM

In all states the local school district must offer a curriculum prescribed by the state. The degree of control exercised by the education agency differs from state to state. In most states a local district must offer the curriculum devised by the state. In those states where districts retain some discretion, course offerings must still be chosen within state guidelines. Oftentimes the guideline is a specific legal requirement that the district must observe; for example, all schools must offer courses in American history and government. The statutes of nearly all states contain such requirements. In states where the choice of course offerings is left to the district, it is often limited by state board guidelines regulating the number, content, or quality of the courses.

Some states provide that a district must offer a specified number of courses. These directives of the state education agency are usually requirements for accreditation. Sanctions for noncompliance could include nonrecognition of the district or school and/or loss of state aid.

Description of Headings for Chart on Curriculum

Local Selection of Curriculum - the local district selects its curriculum offerings on the basis of the extent of authority delegated by the state.

1) Determined by State - The state decides the requirements for curriculum in the public schools. It acts through its legally constituted executive authority (usually the State Board of Education) or through an independent committee established to make decisions on curriculum.

2) Within State Guidelines - The state promulgates guidelines which the district must follow when it selects its curriculum.

Program Specifications

1) Minimum Number of Required Courses - The school must offer the stated number of required courses to comply with the standard.

2) Minimum Number of Electives- The school must offer the stated number of elective courses to comply with the standard.

3) Requirement for Accreditation - A school must offer the required number and subject matter of courses in order to receive or maintain its accreditation status.

4) Bilingual Education - The school program makes provision for bilingual education. Such programs are either mandatory (M) or discretionary (D).

Sanctions for Noncompliance - The local district faces loss of aid or accreditation status if it fails to comply with state standards or devise satisfactory course offerings of its own.

Curriculum - footnotes

(a) Massachusetts - on request of parent or guardian.

(b) Michigan - if guidelines for implementation are met.

(c) Minnesota - school submits detailed outlines for which curriculum guides are not available to commissioner.

(d) Rhode Island - mandatory if 20 or more pupils register for it.

(e) District of Columbia - Superintendent of Schools.

CURRICULUM

Lena Mem

STATES	LOCAL SELECTION OF CURRICULUM			SECONDARY SCHOOLS: PROGRAM SPECIFICATIONS				SANCTIONS FOR NON-COMPLIANCE
	Determined by State		Within State Guidelines	Minimum No. of Req'd Courses	Maximum No. of Electives	Req mnt for Accredit	Bilingual Educ.	
	Executive Agency	Independent						
ALABAMA		x						
ALASKA	x						M	
ARIZONA	x						M	
ARKANSAS	x							
CALIFORNIA			x				M	
COLORADO			x				M	
CONNECTICUT	x						D	
DELAWARE	x							
FLORIDA	x		x					
GEORGIA	x							
HAWAII	x							
IDAHO			x					
ILLINOIS			x					
INDIANA			x				M	
IOWA			x	26				
KANSAS	x						D	
KENTUCKY	x		x					
LOUISIANA	x		x					
MAINE			x					
MARYLAND			x					
MASSACHUSETTS	x		x				(a)	
MICHIGAN			x				(b)	
MINNESOTA	(c)			1950 hrs.	1200 hrs.		D	x
MISSISSIPPI		x		12		x		
MISSOURI			x					
MONTANA	x							
NEBRASKA			x	16		x		
NEVADA	x		x					
NEW HAMPSHIRE								
NEW JERSEY	x		x					
NEW MEXICO	x		x	30			D	
NEW YORK	x		x			x	D	x
NORTH CAROLINA	x		x					x
NORTH DAKOTA			x			x		
OHIO			x					
OKLAHOMA			x	36				
OREGON	x		x			x		x
PENNSYLVANIA	x		x				M	
RHODE ISLAND			x				(d)	
SOUTH CAROLINA	x		x	40				
SOUTH DAKOTA	x		x					
TENNESSEE			x					
TEXAS			x					
UTAH	x		x					
VERMONT	x		x					
VIRGINIA			x					
WASHINGTON	x		x					
WEST VIRGINIA			x					
WISCONSIN	x		x					
WYOMING	x		x					
Dist. of Col.	(e)		x				M	

M-Mandatory
D-Discretionary

CURRICULUM CITATIONS

State	Statutes	Regulations
ALABAMA	§16-8-28	
ALASKA	§§14.14.200; 14:07.020; 14.30.400	R34.010 -- 34.090
ARIZONA	§§15.1021 -- 15.1022; 15-1097	R7-2-306(G)
ARKANSAS	§80-113	
CALIFORNIA	§§51210 -- 51213; 51220 -- 51227; 52161	R4311
COLORADO	§§22-32-109; 22-32-109.5; 22-24-102 -- 22-24-112; 22-24-109	2224-R-1.0 -- 2224-R-1.13; 22202-R-9.01 -- 22202-R-9.08
CONNECTICUT	§§10-4; 10-15; 10-17a	
DELAWARE	§122(b)(5)	
FLORIDA	§§230.03(3); 233.061	R6A-6.22
GEORGIA	§32-657(a)	R30-510
HAWAII	§26-12	
IDAHO	§33-18	R401.1
ILLINOIS	§27-1	
INDIANA	§§20-10.1-3-1; 20-10.1-4-1 -- 20-10.1-4-5; 20-10.1-5.5-2	R22-9(71-10); R13-3
IOWA	§257.25	R670-3.5
KANSAS	§§72-1101; 72-8205	
KENTUCKY	§156.160	
LOUISIANA	§17-125	Bulletin 741, p. 16; 84
MAINE	§§102 ss.16; 116	
MARYLAND	Art. 77 §55	
MASSACHUSETTS	Art. 69 §1; Art. 71 §13	
MICHIGAN	§§380.1282; 380.1153	
MINNESOTA	§§126.07; 121.11	EDU 40 -- EDU 46(d)
MISSISSIPPI	§37-13-1	Bulletin 171, p. 20 -- 21
MISSOURI	§161.092	5 CSR 50-340(4)(G)(1)
MONTANA	§75-7503.1	
NEBRASKA	§79-312	R14-(7) -- 14-(9)
NEVADA	§385.110	
NEW JERSEY	§18A:4-34	R6:27-1.3
NEW MEXICO	§§77-2-2; 77-23-1 -- 77-23-6	R73-21
NEW YORK	§3204	CH II, Sec. 100.1
NORTH CAROLINA	§115-11(14)	R2A.0001(5)(e); R2E.0101
NORTH DAKOTA	§15-29-08(4)	Administrative Manual 1973, pp. 134, 140, 156, 157
OHIO	§33301.07(d)	R3301-37-02
OKLAHOMA	§11-103	Annual Bulletin for Elementary and Secondary Schools (1976), pp. 30. 35,53
OREGON	§326.051	R581-22-221
PENNSYLVANIA	§§21-2103; 15-1512	R5.24
RHODE ISLAND	§§16-1-4; 16-22-8	Standards for Rhode Island Elementary Schools, c. 1
SOUTH CAROLINA	§21.45(3)	R43-233; R43-234; R43-235
SOUTH DAKOTA	§13-6-39	R24:[illegible].06:01
TENNESSEE	§§49-1901; 49-1902	Rules, Regulations and Minimum Standards, 1976-77, p. 51-52, 83-89
TEXAS	§§11.24; 21.451	Policies, 2306.7, 3222.1 -- 3222.3
UTAH	§53-14-8	Utah State Board of Education Curriculum Plans 1975-81; Policies, Procedures, Practices (1976), pp. 5, 17 -- 15
VERMONT	§16-906	Reference Manual of State Board of Education in Vermont, pp. 17, 21
VIRGINIA	§22-233	Regulations of State Board of Education in Virginia, p. 1
WASHINGTON	§28A-04.120	R180-16 p. 6; R180-56 p.15
WEST VIRGINIA	§18-2-7	
WISCONSIN	§120.12	PI 13.04
WYOMING	§21.1-10	CH V, Sec. I
DIST. OF COL.		R201.1; R702.1; R-402.13

GUIDANCE AND COUNSELING PROGRAM

Most state education agencies have established regulations concerning guidance and counseling programs for school districts. A guidance program is usually designed to assess and support the individual student's academic, social and vocational needs. In many states both elementary and secondary schools must have a guidance program before they can become accredited, although some states require that only secondary schools have such a program.

Frequently the state establishes a pupil-to-staff ratio as part of the accreditation requirements. The average ratio for these states is approximately 450 students to each full-time counselor in secondary schools and 600 students to each counselor in elementary schools. Many states require that guidance personnel be certificated. (For greater detail see chart on Certification Requirements by Job Title.)

Normally, a state education agency which requires schools to have a guidance program will also establish requirements specifying the types of services that must be made available in the program. Only a few states do not set any program requirements. Approximately one-third of the state education agencies require the school districts to establish a testing program and keep records of students' progress. Many state's regulations specify that any guidance program must provide persons who are trained in giving career counseling. Only a few states require that guidance programs provide a guidance library for student use. Nine states require that the school or school district employ a staff psychologist.

Description of Headings for Chart on Guidance and Counseling Program

Statute or Regulation - Guidance and counseling requirements specified on this chart are covered by statutes (S) and/or regulations (R).

District Must Provide - The state requires (M) or recommends (D) that each school district provide a guidance program.

Requirement for Accreditation - Elementary or secondary schools must have a guidance and counseling program before they can be accredited.

Staff Requirements

1) Mandatory Certification - Any school with a guidance program must employ certificated counselors.
2) Students/full-time Counselors - Elementary and secondary schools must adhere to a certain ratio of students to each counselor. For states with different levels of accreditation the student to counselor ratio varies with each such level.

Program Specifications

1) State Approval - A school submits a plan for its guidance program to the state education agency before the program can be adopted.
2) Testing Program - The counseling office administers standard intelligence tests, reading tests, or other aptitude tests.
3) Cumulative Records - The counseling office keeps test scores, grades and other pertinent information that can be used to assess the progress of the individual student.
4) Career Guidance - The counseling office is equipped to provide career guidance.
5) Guidance Library - A guidance library is available for student use.
6) Provisions for a Psychologist - As a part of the guidance program the school may employ a staff psychologist.
7) Other - The state sets other program specifications.

Guidance and Counseling Program - footnotes

(a) California - mandatory guidance program only for continuation educational programs.

(b) Connecticut - vocational guidance

(c) Maryland - pupil services, such as guidance and counseling programs, may be found in Principles and Standards: Public Secondary Education in Maryland, not received before the publication of this study.

(d) New Jersey - program focuses on special education and the disadvantaged.

(e) South Carolina - grades five through twelve

(f) South Carolina - amount of time spent by counselor at school dependent on school population.

GUIDANCE AND COUNSELING PROGRAM

STATES	NO PROVISIONS	STATUTE AND/OR REGULATION	DISTRICT MUST PROVIDE	REQ FOR ACCREDIT			STAFF REQUIREMENTS			PROGRAM SPECIFICATIONS						
							STUDENTS/FULL-TIME COUNSELOR									
				Elementary	Secondary	Mandatory Certification	Elementary	Secondary	Varies w/ Accred School Level	State Approval	Testing Program	Cumulative Records	Career Guidance	Guidance Library	Provisions for Staff Psychologist	Other
ALABAMA	x															
ALASKA	x															
ARIZONA		S/R	M		x	x				x			x			
ARKANSAS	x															
CALIFORNIA		S	(a)										x			
COLORADO		S	D				1,000	450					x			
CONNECTICUT		S	D			x							(b)			
DELAWARE		S													D	
FLORIDA		S/R		x	x	x							x		x	
GEORGIA		R		x	x		400	400		x	x				x	
HAWAII	x															
IDAHO		R		x	x		250				x	x	x	x		
ILLINOIS		R				x										
INDIANA		S/R	M		x			500								
IOWA		R		x	x						x		x			
KANSAS		S/R	M		x	x				x			x			
KENTUCKY		R	M			x		300					x	x	x	
LOUISIANA		S	M	x	x			450		x					x	
MAINE	x															
MARYLAND		(c)														
MASSACHUSETTS		S	M	x									x			
MICHIGAN		S	D							x	x				D	
MINNESOTA		R	M	x	x								x			
MISSISSIPPI		R	M	x	x	x		500	x		x					
MISSOURI		R		x	x	x	1,500	65/hr.								
MONTANA		R		x	x	x		400						x		
NEBRASKA		R		x	x	x	450	450			x	x	x	x		
NEVADA	x															
NEW HAMPSHIRE	x															
NEW JERSEY		R				x							x			(d)
NEW MEXICO		R		x	x						x	x				
NEW YORK		S/R			x							x	x		x	
NORTH CAROLINA		R														
NORTH DAKOTA		R	M	x	x		800	500			x	x	x	x		
OHIO		R	M	x				500			x	x			x	
OKLAHOMA		R	M								x	x	x		x	
OREGON		R	M									x	x			
PENNSYLVANIA		R	M							x	x	x	x	x		
RHODE ISLAND		S/R	M		x			300		x						
SOUTH CAROLINA		R	M		(e)			(f)			x					
SOUTH DAKOTA		R	M	x	x			451								
TENNESSEE		R	M		x			600							x	
TEXAS		R	M	x	x						x					
UTAH		S	D													
VERMONT		R	M	x	x		300	300								
VIRGINIA	x															
WASHINGTON		R		x	x	x					x	x	x			
WEST VIRGINIA		R									x	x				
WISCONSIN		R		x	x	x									x	
WYOMING		R				x							x			
Dist of Col.		R				x							x			

M-Mandatory
D-Discretionary

State	Statutes	Regulations
ALABAMA	§§16-6-12; 16-9-26; 16-12-19	
ARIZONA	§§15-1199—15-1199.02	R7-2-306(E)
CALIFORNIA	§1760	R10530
COLORADO	§§22-8-101—22-8-108	2202-A-12.01; 2202-19-12.02; 2208-A-1.0—2208-R-5.0
CONNECTICUT	§10-21	R10-166-75
DELAWARE	§1321(a)(5)	
FLORIDA	§§233.066; 229.860	RGA-6.71; 6A-6.731
GEORGIA		50-810
IDAHO		Guidelines and Procedures for Junior High/ Middle Schools, p.10.26
ILLINOIS		Evaluation, Supervision and Recognition of Schools, 5-6; 6-2.21
INDIANA	§20-1-1-6(d)(1)	R12-8; 21-29 (sec. 4)
IOWA		670-3.5(8); 670-3.5(12); 670-35(15)
KANSAS		91-2-4; 91-3-6
KENTUCKY	§§158.510—158.530	703-KAR-3:010; 703-KAR-3:020; 704-KAR-3:010; 701-KAR-3:010
LOUISIANA	§17:3001	Bulletin 741, p.75, 78, 79
MASSACHUSETTS	Art. 71§46G	
MICHIGAN	§§340.828; 380.1251	R390.1303
MINNESOTA		EDU 4-b, EDU 40-b; EDU 60-c
MISSISSIPPI		Bulletin 171, p.18, 23
MISSOURI		5 CSR 50-340(6)(F)
MONTANA		R48-2.6(10)-S6160
NEBRASKA		R11-(28)(f); 11-(75); 11-(76)
NEW JERSEY		R6:42-1.1—6:42-1.6
NEW MEXICO		R70-20
NEW YORK	§§7602; 4605	CE II Sec. 100.1
NORTH CAROLINA		R2D.0202(b)
NORTH DAKOTA		Administrative Manual 1973, p.66-68, 167
OHIO		R3301-35-06(g); 3301-37-03(b); 3301-31-06(K)
OKLAHOMA		Annual Bulletin for Elementary and Secondary Schools (1976) p. 22, 25, 67
OREGON		R581-22-256
PENNSYLVANIA		R7.3; 7.11; 7.13
RHODE ISLAND	§16-22-1	Standards for Approval and Accreditation of Secondary Schools in Rhode Island, p.17
SOUTH CAROLINA		R43-236
SOUTH DAKOTA		R24:02:03:20; 24:03:05:03
TENNESSEE		Rules, Regulations and Minimum Standards - 1976-77, p.21, 25, 96, 99
TEXAS		Policies and Procedures - 3421
UTAH	§53-6-20	
VERMONT		Reference Manual of State Board of Education in Vermont, p.20
WASHINGTON		Bulletin 3-76, 180-86-015 p.3; 180-16 p.6
WEST VIRGINIA		R4200(c)
WISCONSIN		PI8.01(g); PI 11.16
WYOMING		State Board of Education Teacher Certification, Sec. 8(c)(1) Regulations, CH IV Sec. 19
DIST. OF COL.		License IX TSA-15

HIGH SCHOOL GRADUATION REQUIREMENTS

Normally it is the state education agency that specifies the number of credits needed for graduation from high school. Most states require that a student earn between 16 and 18 credits. State that have organized their high schools to include only grades 10 through 12 require completion of a lower number of credits for graduation. In some states students must pass a standardized test in addition to achieving the required credits. Four states, in regulating graduation requirements, give their local board the discretion of adding courses or credit requirements in addition to those set forth in the statute.

Description of Headings for Chart on High School Graduation Requirements

Total Credits Required - A pupil must earn a certain number of credits before he can graduate.

Total Electives - Of the number of credits required for graduation, a certain number is elective.

Pass Standardized Test - The state requires that the pupil pass a standardized test before she/he is awarded a diploma.

Local Requirements Option - The district board may impose additional requirements for graduation.

High School Graduation Requirements - footnotes

(a) Colorado - 18 units in 4-year schools; 14 units in grades 10 through 12.

(b) Colorado - tests may be given at the discretion of school district boards.

(c) Maryland - high school graduation requirements are located in Principles and Standards: Public Secondary Education in Maryland, not received before the publication of this study.

(d) Minnesota - at the discretion of the state board.

(e) New Jersey - credits calculated in semester hours.

(f) Utah - credits must be earned in grades 10 through 12.

HIGH SCHOOL GRADUATION REQUIREMENTS

STATES	Total Credits Required	Total Electives	Pass Standardized Test	Local Requirements Option	No Provisions
ALABAMA					x
ALASKA					x
ARIZONA	16	8 1/2			
ARKANSAS					x
CALIFORNIA			Yes	Yes	
COLORADO	(a)		(b)		
CONNECTICUT					x
DELAWARE					x
FLORIDA	15	7			
GEORGIA					x
HAWAII	16	6			
IDAHO	18	6			
ILLINOIS	16		Yes		
INDIANA	16	8	Yes		
IOWA				Yes	
KANSAS	17	8			
KENTUCKY					x
LOUISIANA	20	10			
MAINE					x
MARYLAND	20(c)	6			
MASSACHUSETTS					x
MICHIGAN					x
MINNESOTA	15	7	(d)		
MISSISSIPPI	16	4			
MISSOURI	20	6			
MONTANA	16	6 1/2		Yes	
NEBRASKA	160 hrs.				
NEVADA	19	9 1/2			
NEW HAMPSHIRE					x
NEW JERSEY	92(e)				
NEW MEXICO					x
NEW YORK	16	7 1/2	Yes		
NORTH CAROLINA					x
NORTH DAKOTA	17	7		Yes	
OHIO					x
OKLAHOMA	18	10 1/2			
OREGON	21	10			
PENNSYLVANIA	16	4			
RHODE ISLAND	16	4			
SOUTH CAROLINA	18	9			
SOUTH DAKOTA	16	4			
TENNESSEE	18	9			
TEXAS					x
UTAH	15(f)				
VERMONT	16	8			
VIRGINIA					x
WASHINGTON	16	7 1/2			
WEST VIRGINIA					x
WISCONSIN	16				
WYOMING					x
Dist. of Col.	16 1/2	8 1/2			

HIGH SCHOOL GRADUATION REQUIREMENTS CITATIONS

State	Statutes	Regulations
ALABAMA	§16-8-35	
ARIZONA		A7-2-302(E)(3)(b)
CALIFORNIA	§51226	R11520--11522
COLORADO	§22-32-109.5	R202-R-9.08
FLORIDA		R6A-1.95
HAWAII		R-29.3
IDAHO		R-401.2.3
ILLINOIS		Evaluation, Supervision and Recognition of Schools, 4-4.6
INDIANA	§20-10.1-12.1-1	R21-24(rule G-1)
IOWA	§280.14	
KANSAS --		R91-2-6(E)
LOUISIANA		Bulletin 741, p.14, 45
MARYLAND		R13.03.01.02
MINNESOTA	§121.11	EDU 43
MISSISSIPPI		Bulletin 171, p.25
MISSOURI		5 CSR 50-340(2)(c)
MONTANA		R48-2.6(10)-S6120
NEBRASKA		R11-(43)
NEVADA		Nevada High School Graduation Requirements (1973), p.1
NEW JERSEY		RG: 27-1.4
NEW YORK		CR II Sec.103; CR II Sec. 100.1
NORTH DAKOTA		Administrative Manual 1973, p.163-164
OKLAHOMA		Annual Bulletin for Elementary and Secondary Schools (1976) p.63
OREGON		R581-22-226
PENNSYLVANIA		R5.91(a)(1)
RHODE ISLAND		Standards for Approval and Accreditation of Secondary Schools in Rhode Island, p.9
SOUTH DAKOTA		R24:03:06:05
TENNESSEE		Rules, Regulations and Minimum Standards - 1976-77, p.82
UTAH		Policies, Procedures, Practices (1976) p.18, 19
VERMONT		Reference Manual of State Board of Education in Vermont, p.17, 223
WASHINGTON		R180-56-061
WISCONSIN		R5.02
Dist. of Col.		R414.6

GENERAL TEACHER CERTIFICATION

In all but two states, certification for teachers is a specifically enumerated prerequisite to employment. There are certain general requirements concerning individual qualifications that are usually necessary for such certification. More than half of the states have character and health requirements and slightly less have citizenship and age requirements. Only one state, Florida, has a residency requirement.

Those states which have examination and/or experience requirements usually provide that they are alternatives to the existing certification requirements. They are generally in lieu of certification requirements rather than in addition to them. In order to maintain one's certification, more than half of the states require the teacher to continue her/his education.

Most states list a undergraduate degree as an prerequisite to certification. Nearly half of the states have graduate degree requirements, although there are often coupled with the provisions concerning continuing education. Many states also require a recommendation from the degree granting institution. Sixteen states have student teaching requirements and an additional ten list student teaching as "authorized".

Authority to promulgate certification standards generally rests with the State Board of Education. A few states, however, provide for the State Superintendent of Education to either share that authority or exercise it entirely. In only two states does the Department of Education bear this responsibility. Fourteen states grant this authority to other designated bodies such as Certification Advisory Committees.

Most states have provisions for permanent and probationary teacher certification. Slightly less than half the states provide for temporary and emergency certification. About half of the states provide for substitute teacher certification, but only ten states have "professional" teacher's certificates.

Almost all of the states provide for suspension/revocation procedures with at least minimal due process guarantees. Most of the states are party to the Interstate Agreement on Qualification of Educational Personnel. In addition many states have other reciprocal agreements for the recognition of out-of-state certificates.

Description of Headings for Chart on General Teacher Certification

Statute and/or Regulation - All general teacher certification requirements specified on this chart are covered by statutes (S) and/or regulations (R).

Prerequisite to Employment - Certification necessary for employment as a teacher

1) Character - A person must be of suitable character to be certified.
2) Health - A person must meet predetermined health standards.
3) Citizenship - Applicants must either be United States citizens or have declared their intention to become citizens within a prescribed period of time.
4) Residency - A provision exists concerning the state residency of a person for certification as a teacher.
5) Age - In order to be granted certification one must fulfill an age requirement.

Exam Required - Examination for certification is required in and of itself, or in lieu of experience or other certification requirements.

Experience Required - Experience required for certification, or may be accepted as an alternative for an examination or other certification requirements.

Continuing Education Requirements - Provisions requiring continuing education for certificate holder.

Degree Requirements - Undergraduate/graduate degrees and/or recommendations from degree granting institution and/or student teaching experience required for certification.

Promulgating Authority

1) State Board of Education - State Board has the authority to promulgate certification requirements.
2) State Superintendent of Education - State Superintendent has the authority to promulgate certification requirements.
3) Department of Education - Department of Education has the authority to promulgate certification requirements.
4) Other - Other designated bodies have promulgating authority concerning certification requirements.

Types of Certificates

1) Permanent - Certificate granted is permanent in status.
2) Probationary - Initial certificate is for a probationary term.
3) Temporary - Temporary certificates are available.
4) Emergency - Certificates may be granted in emergency situations
5) Supervisory - A certificate for supervision is available.

Issuing Body

1) State Board of Education - The State Board of Education issues certificates.
2) State Superintendent of Education - State Superintendent issues certificates.
3) Department of Education - Department of Education issues certificates.
4) Other - Other designated bodies issue certificates.

Suspension Procedures - Provision exists for suspending/revoking teacher certificates.

Reciprocity

1) Interstate Agreement - State is a party to the Interstate Agreement on Qualifications of Educational Personnel.
2) Other - State has other types of reciprocity agreements with other state(s) for the recognition of a teacher's qualifications.

General Teacher Certification - footnotes

(a) Colorado, New Hampshire - examination may be taken as an alternative.

(b) Colorado, Florida, Washington - Experience may be used as an alternative.

(c) Kentucky, Mississippi, Virginia - discretionary.

(d) Minnesota - experience required for renewal.

(e) Georgia - continuing education provided.

(f) Utah - examination optional.

(g) Illinois - student teaching requirement may be waived.

(h) Maryland, Nevada - student teaching permitted.

(i) Pennsylvania - student teaching as an alternative.

(j) Oklahoma - for more than 20 days.

GENERAL TEACHER CERTIFICATION

STATES	STATUTE	REGULATION	PRE-REQUISITE TO EMPLOYMENT	GENERAL REQUIREMENTS					EXAM REQ'D	EXPERIENCE REQ'D
				CHARACTER	HEALTH	CITIZENSHIP	RESIDENCY	AGE		
ALABAMA	S	*	X							
ALASKA	S	R	X		X			X		
ARIZONA	S	R	X	X	X	X			X	
ARKANSAS	S	*	X		X					
CALIFORNIA	S	R		X	X	X		X	X	
COLORADO	S	R	X	X					X(a)	X(b)
CONNECTICUT	S	R	X	X	X	X		X		
DELAWARE	S	*	X							
FLORIDA	S	R	X	X	X	X	X	X		X(b)
GEORGIA	S	R	X	X						
HAWAII	S		X							
IDAHO	S	R	X	X	X	X		X		
ILLINOIS	S	R	X	X	X	X		X	X	
INDIANA	S	R	X							
IOWA	S	R	X							
KANSAS	S	R	X		X					
KENTUCKY	S	R	X	X				X	X(c)	
LOUISIANA	S	R	X							
MAINE	S		X	X	X					
MARYLAND	S	R	X		X					
MASSACHUSETTS	S	R	X	X	X	X				
MICHIGAN	S	R	X					X		
MINNESOTA	S	R	X	X	X					X(c)
MISSISSIPPI	S	R		X	X	X		X	X(c)	
MISSOURI	S	R	X	X	X				X	
MONTANA	S	R	X	X	X	X		X		X
NEBRASKA	S	R	X	X	X	X				
NEVADA	S	R	X		X	X			X	
NEW HAMPSHIRE	S	R	X						X(a)	
NEW JERSEY	S	R	X			X		X	X	
NEW MEXICO	S	R	X		X	X				
NEW YORK	S	R	X	X		X		X	X	
NORTH CAROLINA	S	R	X		X				X	
NORTH DAKOTA	S	R	X	X		X				
OHIO	S	R	X	X						
OKLAHOMA	S	R	X							
OREGON	S	R	X	X	X			X		
PENNSYLVANIA	S	R	X	X	X	X		X		
RHODE ISLAND	S	R	X	X					X	
SOUTH CAROLINA	S	R	X		X	X		X	X	
SOUTH DAKOTA	S	R	X		X	X		X		
TENNESSEE	S	R	X	X	X			X		X
TEXAS	S	R	X	X	X	X		X	X	
UTAH	S		X	X	X			X	X(f)	X
VERMONT	S	R	X							
VIRGINIA	S	R	X		X				X(c)	
WASHINGTON	S	R	X	X	X	X		X		X(b)
WEST VIRGINIA	S	R	X	X	X	X		X	X	
WISCONSIN	S	R	X		X				X	
WYOMING	S	R	X	X		X		X	X	
DIST. OF. COL.	S	R	X	X	X			X		X

*Regulations not received before completion of this study.

GENERAL TEACHER CERTIFICATION

STATES	CONTINUING EDUCATION REQUIREMENTS	DEGREE REQUIREMENTS				PROMULGATING AUTHORITY			
		UNDER-GRADUATE	GRADUATE	RECOMMEND-ATION	STUDENT TEACHING	S.B.E.	S.S.E.	DEPARTMENT OF EDUCATION	OTHER
ALABAMA	X					X	X		
ALASKA	X	X		X	X	X			
ARIZONA		X	X		X	X			X
ARKANSAS						X			
CALIFORNIA	X	X	X	X	X				X
COLORADO	X	X	X	X	A	X			X
CONNECTICUT	X	X	X	X		X			X
DELAWARE						X			
FLORIDA	X	X	X			X			
GEORGIA	(e)					X	X		X
HAWAII		X	X					X	
IDAHO		X		X	A	X			
ILLINOIS		X	X		(c)				
INDIANA									X
IOWA	X	X	X	X	X	X			
KANSAS	X	X		X	X	X			
KENTUCKY	X	X	X		X	X			X
LOUISIANA	X	X	X	X		X			X
MAINE	X					X			
MARYLAND	X	X			(n)	X	X		X
MASSACHUSETTS		X			X	X			
MICHIGAN	X	X	X		A	X			
MINNESOTA	X				X	X			
MISSISSIPPI	X	X				X			
MISSOURI		X				X			
MONTANA	X	X	X		X	X			
NEBRASKA	X	X		X		X			
NEVADA		X	X		(h)	X			
NEW HAMPSHIRE		X	X			X			X
NEW JERSEY	X	X			X	X			
NEW MEXICO	X	X	X	X	A	X			
NEW YORK		X			X		X		
NORTH CAROLINA	X	X	X		A	X			X
NORTH DAKOTA	X	X			A		X		
OHIO	X	X			X	X			
OKLAHOMA		X			A	X			X
OREGON - - -		X			A				X
PENNSYLVANIA	X	X	X		(i)	X		X	X
RHODE ISLAND	X	X				X			
SOUTH CAROLINA	X	X	X	X	A	X			
SOUTH DAKOTA	X	X	X	X		X			
TENNESSEE					A	X			
TEXAS		X	X	X	X	X			
UTAH				X	X	X			
VERMONT						X			
VIRGINIA						X			
WASHINGTON	X	X	X	X		X			
WEST VIRGINIA	X	X	X	X	A	X			
WISCONSIN		X		X	X		X		X
WYOMING	X	X	X			X			
DIST. OF. COL.	X	X			X	X			

S.B.E. - State Board of Education

S.S.E. - State Superintendent of Education

A. - Authorized

GENERAL TEACHER CERTIFICATION

STATES	TYPES OF TEACHER CERTIFICATION						ISSUING BODY				SUSPENSION	RECIPROCITY	
	PERMANENT	PROBATIONARY	TEMPORARY	EMERGENCY	SUBSTITUTE	PROFESSIONAL	SBE	SSE	DEPARTMENT OF EDUCATION	OTHER	PROCEDURE	INTRA-STATE AGREEMENT	OTHER
ALABAMA			X	X							X		
ALASKA	X			X		X		X	X		X	X	
ARIZONA	X	X	X	X	X		X				X		X
ARKANSAS											X		
CALIFORNIA	X	X	X	X	X					X	X	X	X
COLORADO	X	X	X	X		X			X		X		X
CONNECTICUT	X	X	X	X	X						X	X	
DELAWARE	X	X	X	X	X						X	X	
FLORIDA	X	X	X	X	X				X		X	X	X
GEORGIA	X	X								X	X		
HAWAII	X				X				X		X	X	
IDAHO	X	X		X			X				X	X	X
ILLINOIS	X	X	X		X			X		X	X		X
INDIANA					X					X	X	X	X
IOWA	X	X	X	X	X	X	X				X		X
KANSAS	X	X			X		X				X		X
KENTUCKY	X	X		X	X	X		X			X	X	X
LOUISIANA	X	X	X			X			X		X		X
MAINE								X				X	X
MARYLAND	X	X				X		X				X	X
MASSACHUSETTS							X		X		X	X	
MICHIGAN	X	X		X	X		X				X	X	X
MINNESOTA	X						X	X			X	X	X
MISSISSIPPI			X	X	X					X	X		X
MISSOURI							X			X	X		
MONTANA	X	X		X		X		X			X		
NEBRASKA	X	X		X	X	X		X			X	X	X
NEVADA	X	X		X	X		X				X		
NEW HAMPSHIRE	X	X			X			X			X	X	
NEW JERSEY	X	X	X	X	X					X	X	X	
NEW MEXICO	X	X		X	X		X				X		X
NEW YORK	X	X			X			X		X	X	X	X
NORTH CAROLINA	X	X	X									X	X
NORTH DAKOTA	X	X	X					X		X	X		
OHIO	X	X	X		X	X					X	X	X
OKLAHOMA					(1)						X	X	
OREGON	X	X								X	X		
PENNSYLVANIA	X	X	X	X					X		X	X	X
RHODE ISLAND							X	X			X	X	
SOUTH CAROLINA	X	X	X	X						X	X	X	X
SOUTH DAKOTA	X				X			X			X	X	
TENNESSEE	X	X	X				X	X		X	X		X
TEXAS	X	X	X	X				X			X		X
UTAH	X						X				X	X	X
VERMONT												X	X
VIRGINIA			X		X							X	
WASHINGTON	X	X	X	X	X						X	X	X
WEST VIRGINIA	X	X	X	X	X			X			X	X	
WISCONSIN	X	X	X		X	X		X			X	X	
WYOMING	X	X		X	X					X	X		
DIST. OF COL.	X	X	X				X				X		

EXISTING CERTIFICATION REQUIREMENTS BY JOB TITLE

STATE	STATUTES	REGULATION
ALABAMA	§§16-4-1; 16-23-1; 16-9-2;	
ALASKA	§§80-118; 80-217	4 AAC 12.040; 4AAC 12.100; 4AAC 12.070; 4 AAC 12.040 -- 4 AAC 12.060;
ARIZONA		R7-2-306; 7-2-401
ARKANSAS	§§80-118; 80-217	
CALIFORNIA	§§1205-1212; 44260; 44266; 44265; 44274; 56531; 44271; 89220 -- 89223; 44253.5; 44253.6; 52163; 8360 -- 8370; 44232; 44360	R6550 -- 6552; 6400 -- 6431; 5928; 5936.6; 5936.4; 6120 -- 6124; 6130 -- 6152; 6170 -- 6187; 5931 -- 5936.1; 6570 -- 6604; 18101; 18120 -- 18126; 5936.5; 6355 -- 6363; 6370 -- 6375; 12065 -- 12070; 17904; 17941
COLORADO	§§22-2-110; 22-60-104	2260-R-5.06; 2260-R-8.01; 2260-R-5.07; 2260-R-8.02 -- 2260 - R-8.04; 2260-R-2.05; 2260-R-3.01; 2260-R-6.01; 2260-R-6.02; 2260-R-7.01 -- 2260-R-7.06; 2220-R-1.09; 2220-R-7.04; 2260-R-2.03; 2260-R-6.03; 2260-R-6.13; 222-R-5.01
CONNECTICUT	§10-146f	R10-146-95-101; 10-146-56-58; 10-146-82a-82c; 10-146-75-77; 10-146-83-84; 10-146-86-95; 10-146-10-15; 10-146-16-20; 10-146-24-266; 10-146-21-23; 10-146-27-50; 10-146-52a-52c; 10-146-51-52
DELAWARE	§107	
FLORIDA	§§231.15; 231.61; 231.141	R6A-4-7; 6A-4-31; 6A-4-18; 6A-4.07-35; 6A-4.07-14; 6A-4.07-23; 6A-4-21; 6A-4-38; 6A-4-4C -- 6A-4-44
GEORGIA	§§32-502; 32-1004; 32-1006; 32-2802; 32-655a	R50-1310; 50-1114; 50-114; 50-124; 50-1200
HAWAII	§301-23	
IDAHO	§§33-513; 33-2303	Certification Standards for School Personnel (1976) - §301.3 State Board of Education Policy Manual for Public Schools - P. 13, 16, 18-20, 21-23, 26-28, 30, 31, 33, 40
ILLINOIS	§§3-1; 10-22.6; 21-2; 21-2.1; 21-3; 21-5; 14-9.01; 10-22.17; 21-11	XII; XI; IV; I; II; VII; IX; XIII Requirements of State Teacher Certification Board - February 1973
INDIANA	§§20-2-5-1; 20-1-6-3; 20-10-20-8; 20-10.1-5; 20-10.1-5.2	R23-14; 23-13; 23-11; 23-10; 23-12; 23-2; 23-3; 21-46; 23-8; 23-9; 23-14 -- 23-16; 21-19
IOWA	§§257.11; 260.5; 257.22; 257.25; 260.6; 260.17; 281.3	R670-15.28(257); 670-15.4(257); 670-15.8(257); 670-15.6(257): 670-15.24(257); 670-15.30(257): 670-15.23 -- 670-15.26; 670-15.36(257) 670-16.4(257); 670-15.31(257); 670-15.40(257); 670-15.17 -- 670-15.20(257) 670-5.2(280); 670-15.32(257); 670-15:38 (257)
KANSAS	§§72-962; 72-1361; 72-1106	R91-1-22; 91-1-7; 91-1-23; 91-1-5; 91-1-3; 91-1-2; 91-1-9
KENTUCKY	§§160.350; 155.060; 157.250; 161.044	704 KAR 20:100; 704 KAR 20:130; 704 KAR 20:195; 704 KAR 20:125; 704 KAR 20:145--704 KAR 20:155 704 KAR 20:180 -- 704 KAR 20:190; 704 KAR 20:065; 704 KAR 20:198 -- 704 KAR 20:205; 704 KAR 20:230 -- 704 KAR 20:255; 704 KAR 20:215 -- 704 KAR 20:220
LOUISIANA		Part III, p. 14-15 Part VIII, p. 39, 40 42-44, 45 Part IX p. 48a-c; Part V p. 21-25 Part VII, p. 31 - 38; Part X p. 52-68
MAINE	§§160;55	Education of Handicapped Children-Sec. 10
MARYLAND	§§23;57;102	R13.06.01.05; 13.04.01.17
MASSACHUSETTS	§§CH71 §38G; 38C CH78 §22; 29; 25 CH 69 §5	R-09V; R-30; R-22; R-19; R-11; R-25; R-39§10; R-5; R-21
MICHIGAN	§§380.1233; 380.1246; 380.651; 380.1251; 380.1531; 388.1023 -- 388.1024; 380.1703; 380.1157; 380.1253	R340.1151 -- 340.1158; R390.1301 -- 390.1305; 340.1011; 388.421 -- 388.426; 390.1126; 390.1133; 39.1127; 340.1749 -- 340.1794; 388.413 -- 388.415; 390.1161 -- 390.1167; 390.1105
MINNESOTA	§§125.03; 120.18	EDU 330, 327, Teacher Licensing Handbook (1976) - P. 9, 11, 13, 17, 19, 24, 31-34, 52-54, 59.60

GENERAL TEACHER CERTIFICATION CITATIONS

State	Statutes	Regulations
ALABAMA	§16-23-1; 16-23-7 -- 16-23-16; 16-23-3; 16-23-2; 16-23-4;	
ALASKA	§14.20.010; 14.20.020; 14:20:620 -- 14.20.650.	4AAC 05.000; 4AAC 12.010; 4AAC 42.030; 4AAC 06.050; 4AAC 12.020; 4AAC 12.070; 4AAC 12.045
ARIZONA	§§15-234; 15-233; 15.102; 15:208; 1191-95	R7-2-401; R7-2-401(5); R7-2-201(b)
ARKANSAS	§§80-1209; 80-1210; 80-114; 80-1208; 80-113; 80-1228	
CALIFORNIA	§§44273; 44335; 44320; 44336; 44259; 44335; 44280; 44450 -- 44467; 44251; 44332; 44253; 44254; 44225; 44202; 44243; 44244; 44420 -- 44437; 12500	R5505; 6027; 6050; 6053; 6033; 5931; 6011; 6620 -- 6624; 5931; 5941 -- 5950; 5932; 5922; 6000; 6058; 5930; 6630 -- 6656; 5920-5920.8; 6006; 5991; 6075 -- 6047; 6670
COLORADO	§§22-60-102; 22-60-104; 22-60-107; 22-60-108; 22-60-105; 22-2-109; 22-2-113	2262-R-8.01; 2260-R-1.01; 2260-R-1.06; 2260-R-2.01; 2260-R-2.02; 2260-R.1.07; 2260-R-3.02; 2260-R-15.0; 2260-R-2.06; 2260-R-2.07; 2260-R-3.03 -- 2260-R-3.05; 2260-R-1.0; 2260-R-12.0; 2260-R-110 -- 2260-R-112.
CONNECTICUT	§§10-145; 10-145a; 10-145b; 10-145d; 10-146a; 10-146c	R10-146-2; 10-146-7; 10-146-3; 10-146-4; 10-146-54; 10-146-57; 10-146-9
DELAWARE	§§1092; 1313; 1202; 1230; 1201; 1204; Art. 14 §8213	
FLORIDA	§§231.02; 231.14; 231.17; 231.03; 231.031; 231.20; 230.2311; 231.15 -- 231.16; 231.28; 232.023; 244.09 -- 244.11	R6A-4.01; 6A-4.02 -- 6A-4.06; 6A-4.35; 6A.-4.37
GEORGIA	§§32-655a; 32-1018; 32-653a; 32-655; 32-1019	R50-1310; 50-1011; 50-111; 50-120; 50-113
HAWAII	§§257-41.1; 257-2 -- 257-4; 297-31; 297-13; 315-1 -- 315-3	
IDAHO	§§33-513; 33-1201; 33-1202; 33-1204; 33-1203; 33-114; 33-1208 -- 33-1210; 31-4104 -- 31-4105	P35; 301.1; 301.3.15; 13, 14; 8; 3013.6; 301.5.3; 15; 301.3.7; 12; 301.312; 301.3.14
ILLINOIS	§§21-1; 34-83; 34-86; 21-2; 21-2.1; 21-3 -- 21-5; 21-7.1; 10-21.1; 21-13; 21-23; 21-10.2; 21-10; 2-3.9; 21-11.1	Minimum Regulations for State Certificates, Au. 20, 1976 - RI;II;X; III; VI; IVV; VIII
INDIANA	§§20-6-12-3; 20-6.1-3.2; 20-6.1-3.1; 20-1-1-4; 20-6.1-3.3; 20-6.1-3.5	R21-26; 13-2(c); 13-2
IOWA	§§294.1; 260.27; 260.1 -- 260.30; 257.10; 260.6; 260.19; 17A.18; 260.10; 284.1--284.20	670-3.4(257); 670-16.4; 670-5(257); 670-14.5(257); 670-14.3(257); 670-13.1(257); 670-16.4; 670-16.5(257); 670-17.4 -- 670-17.5(257);670-14.2(257); 670-14.6 -- 670-14.7(257);670-13.8(257); 670-13.13(257); 670-14.10 -- 67-14.11(257); 670-14.8 -- 670-14.9(257);
KANSAS	§§72-1390; 72-5213; 72-1392; 72-1388; 72-7513; 82-8505; 72-1383; 72-5412	R51-1-16; 51-1-2; 51-1-5; 51-15-1.5; 91-1-3; 91-1-6; 91-1-14; 91-1-12; 91-1-19
KENTUCKY	§§161.020; 161.040; 161.030; 161.100; 161.025; 161.780; 161.124	740 KAR 20:005; 704 KAR 20;030; 704 KAR 20:015; 704 KAR 15:040; 704 KAR 20:020; 704 KAR 20:060; 704 KAR 20:065; 704 KAR 20:085; 704 KAR 20:070; 704 KAR 20:090; 704 KAR 20:120; 704 KAR 20:100; 704 KAR 20:210; 704 KAR 1:0?0

		Regulations
LOUISIANA	§§17:413; 17:412; 17.411; 17.430	*Louisiana Standards for State Certification of School Personnel* - Bulletin #746 (1976) - IIp. 3-4; 8-10; III p. 12-14; IV p. 16-18; V p. 21-22; VI p. 26-30; II p.5; IIp. 11
MAINE	§§1753; 1754; 1751; 1051; 1902; 1751; 59; 2011; 2022	
MARYLAND	Art. 77§§6; 116B; 110; 27; 16; 108A -108C	R13.06.01.01; 13.06.01.03; 13.06.01.02; 13.06.01.04
MASSACHUSETTS	CH 71 §38G; 38; 55B; CH 69§5; 69A; 3-1 et.sec.	R6-III; R6-IV; R6-II; R-5
MICHIGAN	§§380.1233; 380.553; 380.1533; 380.1531; 380.1010; 380.1532; 380.1371	R390.1105; 390.1125; 390.1151 -- 390.1156; 390.1133; 390.1105; 390;1124; 390.1132; 390.1133 -- 390.1145; 390.1121 -- 390.1130; 390.1143 -- 390.1145
MINNESOTA	§§125.05; 125.09; 125.071; 121.11; 125.52; 125.06	*Teacher Licensing Handbook* (1975), p. 5(A) (1) (a); 7(A) (4) (B); 5 (A) (1) (a)(3); 5 (A) (1) (a) (1)
MISSISSIPPI	§§37-19-5; 37-9-5; 37-11-15; 37-11-17; 37-9-11; 37-3-21; 37-9-9; 37-9-57	*Regulations for Teacher Certification* Bulletin #130 - CHI, A,D,E,F,; CH II, A,B,C,D,E,G; CH IV, A,B.
MISSOURI	§§168.011; 168.031; 168.131; 168.121; 168.071	5CSR 50-820; 5CSR 80-800.010; 5CSR 50-340.010
MONTANA	§§75-6001; 75-6004; 75-6006; 75-6002; 75-6011; 75-5707; 75-6003; 75-5607; 75-6010	R48-2.6(6)-S6080; 48-2.10(2)-S10060; 48-2.10(1)-S1040; 48-2.10(2)-S1090; 48-2.10(10)-S10100; 48-2,10(2)-S10030-- 48-2.10(2)-S10050; 48-2.10(10)-S10140; 48-2.10(1)-S1060; 48.210(2)-S1090; 48-2.10(18)-P10160 -- 48.210(18) -P10200
NEBRASKA	§§79-1233; 79-1240; 79-1247.06; 79-1247.08; 79-1247.11; 79-332; 79-1247.07; 79-1247;05; 79-1234; 79-2701; 79-1247.09 -- 79-1247.10	R11-(24); 21-(13); 21(38); 21-(2); 21-(45); 21-(42); 21-(36) -- 21-(41); 21-(79) -- 21-(86); 21-(50) -- 21-(64); 21-(75) -- 21-(78); 21-(69) -- 21-(73); 21-(9); 21-(65) -- 21-(68); 21-(46) -- 21-(49); 21-(87) -- 21-(88); 21-(19); 21-(24); 21-(39); 21-(44); 21-(48)
NEVADA	§§391.090; 391.095; 391.020; 385.080 -- 385.090; 391.320 -- 391.340; 391.350; 391.355; 385.265	*Nevada Teacher Certification Regulations* (1974) - p.1-5
NEW HAMPSHIRE	§§189.39; 186.11; 186.6; 200 (E)	R00515.1 CH III, E; R319.13, CH III,F; R00321.1; R5100.2; R00479; R5100.2 R00975
NEW JERSEY	§§18A:26-6; 18A:26-2; 18A:27-2; 18A:29-1; 18A:6-39, 18A:26-1; 18A:26-8; 18A:29-16; 18A:6-38; 18A:4-35; 18A:26-4; 18A:26-5; 18A:35-9; 18A:26-10; 18A:28-8; 18A:26-11	R6:11-3.1 -- 6:11-3.2; 6:11-3.10; 6:11-3.11; 6:11-3.18; 6:11-3.31; 6:11-5.1; 6:11-5.2; 6:11-3.21; 6:11-3.26; 6:11-45; 6:11-7.58 -- 6:11-62; 6:11-7.46; 6:11-4.1; 6:11-4.3; 6:11-4.2; 6:11-46; 6:11-4.4; 6:11-4.8; 6:11-47; 6:11-3.22; 6:11-3.3; 6:11-3.7 -- 6:11-3.8; 6:11-3.32
NEW MEXICO	§§77-8-1.2; 77-8-7; 77-2-2; 77-8-19	R73-7, 67-1; 63-2; 72-4; 72-3; 63-3; 71-24; 71-28; 71-29; 71-25; 71-26; 71-27; 72-4; 71-17; 68-2; 72-16; 74-6; 77-1; 74-7; 74-8; 71-19
NEW YORK	Art. 61§3001; 3009; 3006; 3004; 3018; 3030; 3007 Art. 52-A§2590 Art. 52§2537, 2565-a; 2566 Art. 27§2569b	R80.32; 83.4; 80.2(i); 80.16 -- 80.17; 80.2(g); 80.3; 80.5; 80.6; 80.7; 80.2(L); 80.36; 83.4; 80.6
NORTH CAROLINA	§§115-152; 115-155; 115-143; 115-160; 115-153; 115-11; 115-151	R2H.0203; 2H.0205; 2H.1702; 2H.1705; 2H.0207; 2H.0206; 2H.1703; 2H.0201; 2H.1706
NORTH DAKOTA	§§15-36-11; 15-36-01; 15-36-07; 15-47-40 -- 15-47-42; 15-21-09; 15-36-15 -- 15-36-17; 15-47-28; 15-47-30	*Administrative Manual for North Dakota Schools* (1973) - p.96,99, 132, 160, 10
OHIO	§§3319.30; 3319.22; 3319.26; 3319.24; 3319.28; 3319.09; 3319.23; 3319.31; 3319.15; 3319.42	R3301-35-04; 3301-31-05; 3301-21-081 -- 3301-21-10; 3301-21-12; 3301-31-19; 3301-21-44; 3301-21-13; 3301-12-21

State	Statutes	Regulations
OKLAHOMA	§§60101; 1-116; 6-108; 6-109; 6-128; 6-105; 3-104; 5-131; 6-125; 6-120	Annual Bulletin for Elementary and Secondary Schools - p. 17, 5-
OREGON	§§342.173; 342.143; 342.120; 342.140; 342.980; 342.125; 342.135; 342.165; 342.175	R581-15-205; 581-22-262; 581-36-005
PENNSYLVANIA	§§12-1201; 12-1202; 21-2108; 12-1252; 11-1109; 11-1225; 12-1204; 12-1205; 12-1255; 12-1211; 12-1206; 24-2401.1 -- 2401.3	R45.12; 51.32; 49.71; 49.84; 55.11; 51.33; 49.67; 49.61; 49.72; 49.91; 49.52;49.82; 49.83; 49.31 -- 49.33; 49.62; 49.13; 49.21 -- 49.24; 49.52; 49.64.1 -- 49.64.6; 49.61; 49.63; 49.65; 49.171
RHODE ISLAND	§§16-11-1; 16-11-2; 16-1-4; 16-1-5; 16-11-4; 16-11-5	Standards for Approval and Accreditation of Secondary Schools in Rhode Island (1967) - p.8,15 Standards for Rhode Island Elementary Schools (1977-78) - B-3
SOUTH CAROLINA	§§21-354; 21-371; 21-372; 21-45; 21-400	Art. 3§43-60 -- 43-63 Art. 17§43-207; 43-206
SOUTH DAKOTA	§§13-4-2; 13-42-1; 13-42-2; 13-42-4; 13-42-3; 13-4-5; 13-42-9; 13-42-17; 13-42-18	R24:03:05:01; 24:02:01:06; 24:02:01:04; 24:02:02:02:03:06; 24:02:03:08; 24:02:02:01;24:02:04:01; 24:02:04:01; 24:02; 24:02:03:10; 24:02:01:05
TENNESSEE	§§49-1201; 49-1204; 49-1302; 49-1203; 49-1301; 49-1236; 49-1234; 49-1232; 49-1235; 49-1237; 49-1233; 29-105; 49-1241	R-1, B-10, R-11, D
TEXAS	§§4.11; 13.034. 13.044; 13.037; 13.032; 13.039; 11.311; 13.034; 13.036; 13.040; 13.046; 11.26; 13.042	PO3712y; 6211; 6209; 6203.1; 6202. 6206; 6204; 6203; 6212; 6208 AP6203.1; 6209; 6105; 6202; 6203.2; 6206; 6204; 6212; 6208
UTAH	§§53-2-21; 53-2-16; 53-2-15; 53-2-22; 53-2-17; 53-2-18; 53-2-24; 59-49-1; 53-2-20	
VERMONT	§§16-1652; 16-164; 16-2041; 16-1695	Reference Manual of the State Board of Education (1977) - CH VII, B p. 106; CH V, E p. 101
VIRGINIA	§§22-204; 22-249; 22-202; 22-348	Regulations of the Board of Education of the Commonwealth of Virginia (1975) CH II p.3
WASHINGTON	§§28A.67.010; 28A.70.140; 28A.67.020; 28A.70.005; 28A.03.030; 28A.70.160 28A.93.010	WAC180-80-200; 180-80-202; 180-80-205; 180-80-210; 180-80-510; 180-80-550; 180-80-215; 180-80-610; 180-80-217; 180-80-260; 180-80-265; 180-80-600; 180-80-195; 180-80-256; 180-80-258; 180-80-310
WEST VIRGINIA	§§18A-3-1; 18A-3-2; 18-A-3-3; 18A-2-5; 18A-2-6; 18A-3-6; 18A-10E-1	West Virginia Plan for Licensure p. 253, 251 R. 5210; 5110
WISCONSIN	§§118.15; 118.25; 115.28; 115.46;	PI 3.01; 3.001; 3.10
WYOMING	§§21.1-174; 21.1-14; 21.1-175; 21.1-15	Reg. CH III §3; CH III§4; CH III §6; CH III §8; CH III§5
DIST. OF COL.	§§31-1511; 31-1522 31-1531; 31-1533; 31-1801	Reg.CH XVII§1.0; R-4.5; R-13.2; R-14.0; R-13.0; R-3.0; R-4.0 License II, TSAIS License III, TSAIS

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STATE	STATUTE	REGULATION
MISSISSIPPI	§§37-5-73; 37-5-87	CH V; CH II; CH I §C; CH IV §D; CH II §F; CH II§C; CH III
MISSOURI	§§Art IX §2b Missouri Constitution	5CSR 50-340.010; 5CSR 50-850.010; 5SCR 50-820.120; 5SCR 70-742.120; 5SCR 50-100.040
MONTANA	§§75-5702; 75-5602; 75-6006	R48-2.10 (10) - S10120; 48-2.10(10) - S10150; 48-2.10(6) - S10090; 48-2.10(10) - S10110; 48-2.18(34) - S18520; 48-2.18(34)-S18630; 48-2.10(10) - S10130; 48-2. 26(46)-S26780
NEBRASKA	§§79-331; 79-1225; 79-311; 79-1233	R21-(15) -- 21(34); R21-(6); R11-(28); R21-(7); R3-(5); R51-(7); R21-(61-64); R11-(24)
NEVADA	§§385.160; 385.290; 385.300; 391.110; 391.010	Teacher Certification Requirements (1974) - P. 2,3,7,10-20
NEW HAMPSHIRE	§§186:8; 186:11	R00321.1 §1320; 00-75 §11; 00475§111; 00602 §11
NEW JERSEY	§§18A: 17-17; 18A: 35-9; 18A:44-3; 18A:49-2; 18A-4-36	R6:11-7.50; 6:11-10-4; 6:11-10-2; 6:11-7.45; 6:11-10.4; 6:11-10.8; 6:11-7.53; 6:11-12.14; 6:11-7.52; 6:11-7.55; 6:11-11.1; 6:11-12.11; 6:11-12.16; 6:11-12.20
NEW MEXICO	§§77-8-1.2; 85-8-1.2; 77-11-6	R-C(2); 70-15; 72-14; 63-4; 76-25; 63-1; 67-1; 71-24; 71-28; 71-29; 72-4; 72-3; 71-26; 69-3 -- 69-4; 74-2--74-4; 71-2
NEW YORK	Art. 61§3603 Art. 51§2507 Art. 52§2573 Art. 154§7704 Art. 7§305 Art. 93§4602 Art. 27§2569a	R80.4; 80.3; 80.7; 80.12; 80.15; 80.6; 80.5; 80.23; 80.33
NORTH CAROLINA	§§115-39; 115-235.5	2H .1303; 2H 0221; 2H .0200; 2H .0218; 2H .0221; 2H .1306; 2H .1308; 2H .1702; 2H .0900; 2H .1000; 2H .1300; 2H .0210; 2H .1118; 2H .0208; 2H .0211 -- 2H .0217; 2H .1201 -- 2H .1213;
NORTH DAKOTA	§§15-41-03; 15-22-02; 15-22-06; 14-45-03; 15-41-25	Regulations - p. 100, 101, 102, 106; 108 -- 111; 114 --- 115, 131 -- 133, 160
OHIO	§§3319.22; 3315.01; 3A.22; 4732.10; 3319. 281; 3319.088	R3301-21-07; 3301-21-01; 3301-21-06; 3301-21-03; 3301-21-16; 3301-51-09; 3301-19-01; 3301-21-17 -- 3301-21-29; 3301-21-32 -- 3301-21-39; 3301-43-03
OKLAHOMA	§§1-105; 3-104; 1-116; 4-101; 13.105; 1210.273; 14-11; 6-127	Regulations - P.12, 22, 25, 25, 30, 41, 45, 54, 55, 58, 62, 70, 80
OREGON	§§336.115; 342.135; 343.271; 342.155; 342.120	R581-24-050; 581-15-205; 581-15-210; 581-37-005 -- 581-37-030
PENNSYLVANIA	§§11-1105; 10-1054; 12-1207; 21-2108; 18-1807; 19-1906; 19-1923; 11-1107	R45.62.1; 45.72; 45.85; 45.181; 45.184; 51.34; 49-6.31; 49-6.51; 53.23
RHODE ISLAND	§§16-2-10; 16-54-6	Art. V School Personnel p. 5-9 Education for handicapped Children (1977)-p. 17 Education Program for Very Young Children (1965) - p. 6,10 Auxilary School Personnel (1969)
SOUTH CAROLINA	§§21-41.5; 21-295.22; 21-603; 21-295.12; 21-682	Art. 3§43-205; 43-63 Art. 17§43-205; 43-211
SOUTH DAKOTA		R24:02:03:14; 24:02:03:12; 24:02:03:11; 24:02:03:23; 24:02:03:20; 24:02:03:25; 24:02:02:01; 24:02:03:04 -- 24:02:03:06; 240:02:03:21; 24:02:02:02
TENNESSEE	§§45-103; 45-220; 49-1235; 49-223; 49-1236; 49-2305 49-1112; 49-2902	I §B-10; I §B-5(c); II §C-3(j)
TEXAS	§§11.51; 17.46; 13.039; 13.043; 13.036; 21.459	PD - 1301.1; 3712a; 6210; 3712 AP - 6203.2; 6206; 3572.5; 2542
UTAH	§§53-3-1; 53-6-11; 53-2-15; 53-19-1; 53-18-2	
VERMONT	§§16-211; 16-301; 16-2946; 16-213	Ch II §L p. 41-53 Long Range Goals for Vocational Education in Vermont - (1976)
VIRGINIA -	§§22-22; 22-217.5	CH 6§ip. 13; Ch 3 § III p. 6; CH 15 § p. 54; CH 22 §III p. 84 CH 29 §III p. 101
WASHINGTON	§§28A.21.090; 28A.58.137; 28A.35.070	WAC 180-80-260 -- WAC 180-80-303 WAC 180-84-015 -- WAC 180-84-125; WAC 180-84-050; WAC 180-80-247; WAC 180-84-560; WAC 180-80-260; WAC 180-80-220; WAC 180-80-245

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STATE	STATUTE	REGULATION
WEST VIRGINIA	§§18-3-1; 18-4-2; 18-2-20	R24 12§ III; §140
WISCONSIN	§§115.80; 115.85; 118.15	PI 3.10; 3.20; 3.03; 10.05; 11.19
WYOMING	§21.1-14	Ch III §4; Ch III §5; Ch III §6; Ch III §6
DIST. OF COL	§§31-1511; 31-1522	R-210.1 -- 210.3; 11.2; 12.3; 12.4; 457.5(f) Lic. X TSAIS " IX " " " VIII " " " I " " " XIV " " " II " " " XVIII" " " XVI " "

EXISTING CERTIFICATION REQUIREMENTS BY JOB TITLE

In slightly less than half of the states, the state superintendent and her/his assistants must be certified. In nearly all states regional and local superintendents are required to be certified. This is also true for principals and assistant principals.

In almost all states, specialists (i.e., psychologists, counselors, social workers, etc.) are required to be certified in order to work in the public schools.

In most states teachers are required to be certified in the specific areas, i.e., pre-school, elementary, junior high and secondary education, in which they intend to teach.

Special education and vocational education teachers in most states require certification to teach, whereas fewer than half the states require bilingual and adult education teachers to be certificate holders. Only six states require compensatory education teachers to be certified. More than half of the states either require or authorize teacher aides to hold certificates.

Description of Headings for Chart on Existing Certification Requirements by Job Title

Statute and/or Regulation - All certification requirements specified on this chart are covered by statutes (S) and/or regulations (R).

Administrative Officers

1) State/Assistant State Superintendent
2) Regional/Local Superintendent
3) Principals/Assistant Principals

Required to hold certificate

Professional/Specialists

1) Psychologists
2) Counselors
3) Social Workers
4) Others

Required to hold certificate

Teachers - General Areas

1) Pre-School
2) Elementary
3) Junior High
4) Secondary

Required to hold certificate

Teachers - Special Subject Areas

1) Special
2) Vocational
3) Bilingual
4) Compensatory
5) Adult
6) Aides

Required to hold certificate

EXISTING CERTIFICATION REQUIREMENTS BY JOB TITLE

STATES	STATUTE	REGULATION	STATE SUPER-INTENDENT	ASSISTANT STATE SUPER-INTENDENT	REGIONAL SUPER-INTENDENT-EDUCATION	LOCAL SUPER-INTENDENT-EDUCATION	PRINCIPALS	ASSISTANT PRINCIPALS
ALABAMA	S	*	X	X	X	X	X	X
ALASKA	S	R	X					
ARIZONA	S	R						
ARKANSAS	S	*	X		X			
CALIFORNIA	S	R			X	X	X	X
COLORADO	S	R	X					
CONNECTICUT	S	R			X	X		
DELAWARE	S	*	X					
FLORIDA	S	R					X	X
GEORGIA	S	R	X		X			
HAWAII	S							
IDAHO	S	R			X	X	X	
ILLINOIS	S	R		X	X	X	X	X
INDIANA	S	R			X	X	X	X
IOWA	S	R	X	X	X	X	X	X
KANSAS	S	R		X	X	X	X	X
KENTUCKY	S	R			X	X	X	X
LOUISIANA	S	R			X	X	X	X
MAINE	S	R		X	X	X		
MARYLAND	S	R	X	X	X	X	X	X
MASSACHUSETTS	S	R			X	X	X	X
MICHIGAN	S	R	X		X	X		
MINNESOTA	S	R		X	X	X	X	X
MISSISSIPPI	S	R		X	X	X	X	X
MISSOURI	S	R	X			X	X	X
MONTANA	S	R	X	X	X	X	X	X
NEBRASKA	S	R	X	X	X	X	X	X
NEVADA	S	R	X	X	X			
NEW HAMPSHIRE	S	R	X	X	X	X	X	X
NEW JERSEY	S	R		X	X	X	X	X
NEW MEXICO	S	R	X	X	X	X	X	X
NEW YORK	S	R		X	X	X	X	X
NORTH CAROLINA	S	R			X	X	X	X
NORTH DAKOTA	S	R		X	X	X	X	
OHIO	S	R		X	X	X	X	X
OKLAHOMA	S	R	X	X	X	X	X	X
OREGON	S	R			X	X		
PENNSYLVANIA	S	R			X		X	
RHODE ISLAND	S	R				X	X	X
SOUTH CAROLINA	S	R			X		X	X
SOUTH DAKOTA		R			X	X	X	
TENNESSEE	S	R	X	X	X	X	X	
TEXAS	S	R	X		X	X		
UTAH	S		X			X		
VERMONT	S	R	X		X	X		
VIRGINIA	S	R	X		X	X	X	X
WASHINGTON	S	R			X	X	X	X
WEST VIRGINIA	S	R	X		X			
WISCONSIN	S	R			X	X	X	X
WYOMING	S	R			X	X	X	
DIST. OF COL.	S	R			X		X	X

* Regulations not received before completion of the study.

EXISTING CERTIFICATION REQUIREMENTS BY JOB TITLE

STATES	PROFESSIONAL/ SPECIALISTS				TEACHERS - GENERAL AREAS				TEACHERS - SPECIAL SUBJECT AREAS					
	PSY-CHOLO-GISTS	COUN-SELORS	SOCIAL WORK-ERS	OTHERS	PRE-SCHOOL	ELEM-ENTARY	JR. HIGH	SECON-DARY	SPECIAL	VOCATIONAL	BI-LINGUAL	COMPEN-SATORY	ADULT	AIDES
ALABAMA					X	X	X	X						
ALASKA	X	X	X	X						X				
ARIZONA									X	X			X	
ARKANSAS														
CALIFORNIA	X	X	X	X	X	X		X	X	X	X	X	X	X
COLORADO	X	X	X	X	X	X			X	X	X			
CONNECTICUT	X	X	X	X		X		X	X	X	X		X	
DELAWARE														
FLORIDA	X	X		X	X	X	X	X	X	X			X	X
GEORGIA				X		X	X	X	X	X				X
HAWAII									X					
IDAHO	X	X	X	X	X	X		X	X	X				X
ILLINOIS	X	X	X		X	X		X	X	X	X		X	X
INDIANA	X	X	X	X	X	X	X	X	X	X	X		X	
IOWA	X	X		X	X	X	X	X	X	X	X	X	X	X
KANSAS		X	X	X	X	X	X	X	X	X	X	X	X	X
KENTUCKY		X	X	X	X	X	X	X	X	X				X
LOUISIANA	X	X		X	X	X		X	X	X	X			
MAINE	X	X	X	X	X	X		X	X	X	X	X	X	X
MARYLAND	X	X		X	X	X	X	X	X	X				
MASSACHUSETTS	X	X		X	X	X	X	X	X	X	X			
MICHIGAN	X	X	X	X	X	X		X	X	X	X		X	X
MINNESOTA	X	X	X	X	X	X	X	X	X	X	X			X
MISSISSIPPI	X	X		X	X	X	X	X	X	X	X		X	A
MISSOURI	X	X		X	X	X		X	X	X		X	X	A
MONTANA	X	X	X	X		X		X	X	X			X	
NEBRASKA	X	X		X		X		X	X	X				X
NEVADA	X	X	X	X		X	X	X	X	X				X
NEW HAMPSHIRE	X	X	X	X	X	X	X	X		X				A
NEW JERSEY	X	X	X	X	X	X			X	X	X	X	X	X
NEW MEXICO		X	X	X	X	X	X	X	X		X		X	X
NEW YORK	X	X	X	X	X	X		X	X	X	X		X	X
NORTH CAROLINA	X	X	X	X	X	X		X	X	X				
NORTH DAKOTA	X	X	X	X	X	X		X	X					A
OHIO	X	X	X	X	X	X	X	X	X	X			X	X
OKLAHOMA	X	X		X	X	X	X	X	X	X			X	X
OREGON					X	X		X	X					A
PENNSYLVANIA	X			X	X	X		X		X	X		X	X
RHODE ISLAND	X		X	X	X				X		X			X
SOUTH CAROLINA	X	X		X	X	X	X	X	X	X			X	A
SOUTH DAKOTA	X	X		X	X	X		X	X	X				A
TENNESSEE	X	X	X	X	X	X	X	X	X	X				
TEXAS	X	X		X	X	X	X	X	X	X	X		X	A
UTAH				X	X	X	X	X	X					
VERMONT	X			X					X	X				A
VIRGINIA									X					
WASHINGTON	X		X	X	X	X		X		X	X		X	
WEST VIRGINIA					X				X					X
WISCONSIN	X	X	X	X	X	X		X	X	X				X
WYOMING	X	X	X	X	X	X	X	X	X	X	X			
DIST. OF COL.	X	X	X	X		X	X	X	X		X		X	X

A - Authorized

OTHER ISSUES

Some additional questions in the working relationship between Prime Sponsors and LEAs identified by the project advisory committee were:

1) Who makes accreditation decisions? How can an alternative education program be accredited?
2) Who authorizes establishment of GED programs?
3) Who makes decisions regarding the use of a school's resources? Who decides whether or not a school can be used as a worksite?
4) How are funding decisions made? Who makes them? What are the funding cycles?

Although state-specific data are not available, the following general information may be helpful.

Accreditation. In general, the state board of education sets minimum standards for local schools regarding elementary-secondary curreculum offerings, teacher certification, teacher-pupil ratio, number of school days per year, etc. Failure to meet these minimum requirements could mean nonrecognition of the school district and/or loss of state aid. Similarly, post-secondary institutions must meet the minimum standards established by their governing boards.

In addition to meeting minimum state requirements, many schools opt to apply for accreditation through one of the ten regional accrediting associations such as the North Central Association of Colleges and Schools. Standards for accreditation are generally higher than the minimum requirements established by the governing board, so accreditation enhances the prestige of the school district or post-secondary institution. Individuals seeking accreditation for an alternative education program could apply to the regional accrediting association in their area.

General Equivalancy Diploma (GED) GED programs are authorized by the state board of education upon recommendation by the state education agency. The SEA also monitors GED programs.

Use of School Resources. The local board of education and the local superintendent and building principal are all involved in making decisions about use of school resorces at the elementary-secondary level. In post-secondary institutions, the governing board and school administration are involved in these decisions.

Funding. The state board of education, through the state education agency, distributes federal and state education funds to local districts. The amount to be received by each district depends upon such factor as: total number of students attending, number of handicapped and/or disadvantaged students attending, and whether or not schools meet minimum state board standards. Funding cycles vary from state to state. State post-secondary schools receive state funds and set tuition rates through the state legislature, with recommendations from the state post-secondary education board(s). Alumni contributions are another revenue source. Governing board and administration decide how funds will be used.

Summary. The final section of this report has presented information on four specific issues related to CETA/LEA collaboration for the fifty states. Less detailed information has been given for other questions related to this area.

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